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Training and Employment Opportunities for the Visually Handicapped

A Survey

The World Council for the Welfare of the Blind
The National Swedish Labour Market Board
in collaboration with
The International Labour Office

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TRAINING AND EMPLOYMENT OPPORTUNITIES FOR THE VISUALLY HANDICAPPED

A survey on
The qualifications for admission to occupations and requirements on training and services for employment in professional and non-professional occupations held by visually handicapped persons.

This survey is based upon information from thirty countries to a questionnaire sent out by the Swedish National Labour Market Board in collaboration with the International Labour Organisation and the Committee on Professional and Urban Employment of the World Council for the Welfare of the Blind. The questionnaire was sent to 36 industrialized countries. The main data collected concern various aspects of the basic education required, types of vocational training needed, services required during training and in employment, qualifications for admission to certain occupations, and the number of blind and partially sighted, respectively, in training and actually employed.
PART I consists of a statistical analysis and comments to the replies.
PART II summarizes the replies of each of the organisations participating in the survey.
PART III is a specification of both professional and non-professional occupations, showing that a total of 204,680 blind and partially sighted were working in the 165 different fields of employment reported from twenty—one countries.
APPENDIX A: Statistical supplement to PART III.
APPENDIX B: Questionnaire.

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INTRODUCTION

International Co-operation

The broad international approach to blind welfare dates from 1931, when a conference, attended by delegates from more than 30 countries was held in New York. That conference led to a desire for a permanent international organisation, which would maintain liaison between all those working in the field of blind welfare. After the Second World War, another conference on "The Place of the Blind in the Modern World" was held at Oxford in 1949. Once again, the desire for a permanent council was strongly expressed.
In 1951, in Paris, a draft constitution for an international organisation was adopted, bringing into being the World Council for the Welfare of the Blind (WCWB). Since then four General Assemblies have been held:

In 1954 in Paris on the various aspects of blindness
In 1959 in Rome on "The Employment of the Blind"
In 1964 in New York on "The Problems of the Blind in a Changing World"
In 1969 in New Delhi on "The Blind in an Age of Science"

At the end of 1972, 61 countries were holding representative membership of the World Council for the Welfare of the Blind (WCWB) and 14 more held associate membership.
WCWB aims at providing a broad forum for discussion between organisations of and for the blind the world over, and at building up a central store of information on modern practises and techniques in rehabilitation. It also endeavours to provide guidance in the fields of education, vocational training and employment, and to keep its members informed about all social and legislative matters relating to blindness and its prevention.
It should be noted that WCWB enjoys consultative relationship with the Economic and Social Council of the United Nations, with the International Labour Organisation, with UNESCO, UNICEF, and WHO.
At the 4th General Assembly in New Delhi, one of the seven adopted resolutions (No.4) urged that "the United Nations, ILO, UNESCO and other specialised Agencies with responsibilities in this field, should review their respective programmes with the intention of ensuring that adequate priority is given to the needs of the blind and that they should act, together with the Non-Governmental Organisations concerned, in conducting research into problems affecting the blind and into determining the best means of collecting, collating, classifying and distributing information in this field."

Committee on Professional and Urban Employment

With the aim to follow development and influence progress within special fields of interest, a number of expert committees, so-called "standing committees" were formed by WCWB already in 1954. One of them is the Committee on Professional and Urban Employment whose main objective is to collect information and material referring to the employment of the blind within modern economic life and to make it available to organisations and institutions all over the world.
With reference to the above-mentioned resolution, it seemed logical to ask the Committee to take the initiative in a world-wide survey on the training and employment situation of the blind and partially sighted.
To begin with, the Committee initiated a meeting in Stockholm on December lst, 1970,

with representatives from the Committee, ILO, the European Office of the United Nations, and the Swedish Labour Market Board, with the object of carrying out an international survey.

The Survey

The meeting drew up the general outlines of a mail inquiry with the following aim viz. to investigate

a. the scope of vocational activities of the visually handicapped;
b. the vocational training in new fields of employment;
c. the need of services in training and employment.

The investigation should collect relevant and up-to-date information from a number of industrialized countries on basic education, training, services required during training and in employment, the number of blind and partially sighted in training and actually employed in professions and trades. The collected information would then be placed at the disposal of all governments and organisations interested in widening the vocational opportunities for the blind.
Since neither the Committee itself nor any of its members had the means needed to carry out the inquiry, it was decided to entrust it to the Swedish Labour Market Board which worked out a Draft Questionnaire. The questionnaire was divided into the following six chapters:

Chapter 1: Educational Facilities
Chapter 2: Pre-Vocational Preparation and Vocational Guidance
Chapter 3: Vocational Training for Specific Occupations
Chapter 4: Placement and Employment Services
Chapter 5: Information and Research
Chapter 6: Definitions of Blindness

Early in July 1971, questionnaires in English, as well as in French, Spanish, and German were sent to WCWB member organisations of the following thirty-six countries:

Algeria
Arab Republic of Egypt
Argentina
Australia
Austria
Belgium
Brazil
Bulgaria
Canada
Czechoslovakia
Denmark
Federal Republic of Germany
Finland
France
German Democratic Republic
Greece
Hungary
India
Ireland
Israel
Italy
Japan
New Zealand
Norway
Poland
Portugal
Roumania
Spain
Sweden
Switzerland
The Netherlands
Tunisia
United Kingdom
United States of America
Russian Soviet Federated Socialist Republic
Yugoslavia

Chapter 3 of the questionnaire was linked to the "International Standard Classification

of Occupations" (ISCO(, published by ILO (Geneva, 1969), and, as an aid to the informants in completing the questionnaire supplement, a copy of this book was either sent to the addressee of the accompanying letter, or referred to as a necessary implement in the case where the addressee was thought to have access to the book already.
Moreover, the ILO supported the survey by simultaneously dispatching letters to the appropriate Ministries of the selected countries, advising them to give every help the organisations might request in order to provide accurate information.

Results

Replies were received from thirty national organisations. The information recorded in the following chapters and upon which the national reports are based refers to the situation in 1971—72. Summaries of the replies in this report were later sent out to the Government Departments of the countries concerned, to enable them to make eventual corrections of the figures. Use has also been made of information contained in a study on the present situation of special education presented in a UNESCO publication with the same title — the results of an inquiry made to Ministries of Education in 38 countries in 1970.

Although great efforts have been made to corroborate the statements given, some lacunas are unavoidable. It is well-known that there is a dearth of information on many conditions relating to the handicaps arising from visual impairments. There is no clear line of demarcation between the blind and the partially sighted — sometimes resulting in the absence of a legal definition of blindness. In all probability, the conditions of the partially sighted are too inadequately known to be available to the informants.

On the other hand, the techniques of mail surveys entail several problems. They are open to misinterpretations on account of terminology and the difficulty of communicating questions and answers over long distances.

The rapid technical and economic evolution in our time has brought about important changes in the labour market situation. The blind and the partially sighted form such a small group in each country that they will often be neglected in the general process of development. However, new initiatives are constantly undertaken in the different countries, and by making international comparisons of ideas on new training methods and improved programmes, it will be possible to make the visually impaired more attractive on the labour market.

PART I

COMMENTS ON THE SURVEY

Introduction

The present report was originally only meant to include education, training and employment in the professions. As an extensive study of the training and employment situation of the visually handicapped was not previously undertaken, it was logical to include in the same questionnaire all occupations in which visually handicapped are being trained or work. The definition of blindness varies between the countries and, as in most countries there is a very slight difference in services for the blind and for the partially sighted, it was equally natural to include both these groups in the survey.

The basic requirements may in many respects be identical for the visually handicapped in professional and non-professional occupations, yet there is quite a difference between these two groups with regard to qualifications and service requirements during training and employment.

This report deals, however, mainly with the qualifications needed to enable the visually impaired to work in professions requiring longer training.

1. Education Facilities

A study of the replies to the questionnaire reveals a basic fact, namely that education above primary school level is required for occupations considered as professional. The scope of this education varies between different professions and countries, but it may anyhow be concluded that unless the visually handicapped are assured of opportunities to receive a high standard education, there is no possibility of introducing them into higher professions.

The answers to the question on Educational Facilities (1:1) in the questionnaire show that in nine of the thirty countries who replied, blind children are not admitted to normal primary schools, that in two of the countries all children attend normal schools, and that in 17 they attend both, or either special and normal schools. Two countries did not answer this question. The total number of visually handicapped (blind and partially sighted) students at colleges and universities is reported to be about 4,000 in 26 countries, of which 2,000 are to be found in the United States, 612 in the RSFSR, 275 in Canada, 250 in the United Kingdom, and 100 in India. The rest of the countries report varying figures, all below 100.

The following subjects have been reported under (1:2) among those studied by the blind at university level:

Law	14 countries	Sociology	6 countries
Literature	11 "	Physiotherapy	5 "
Languages	9 "	Political Sciences	4 "
Mathematics	9 "	Humanities	3 "
Economics	9 "	Theology	2 "
Philosophy	7 "	Mechanics	2 "
Music	7 "	Industrial Economy	2 "
History	7 "	Commercial Courses	2 "
Physics	6 "	Computer Programming	2 "
Psychology	6 "	Ethnography	1 "
Pedagogics	6 "		

2. Pre-Vocational Preparation and Vocational Guidance

The questionnaire asked about pre-vocational facilities existing for the blind children who attend special and normal schools (2:1). 24 countries reported facilities, such as training of the pupils, usually at the workshops of the special school, examination by a panel of specialists, and counselling by vocational guidance officers. 4 countries had no facilities. 2 did not reply. 26 countries stated that they had "special vocational assessment and guidance centres which blind young persons and newly blinded adults can attend" (2:2). 19 countries said that they use general psychological tests (2:3). Out of the 19, only India and Israel do not use tests adapted to the blind, because, as they state, adaptation is not required.

Examples of other types of rehabilitation services for blind persons (2:4) were:

a) within existing services for other categories of disabled:
   industrial rehabilitation services,
   medical services, physical restoration services

b) within specialized services:
   social and professional rehabilitation services,
   various job-teaching services (massage, telephone operators, sheltered workshops)

24 countries out of the 30 answered the last question of this section (2:5) "Are there any legal provisions which recognize the right of blind persons to receive rehabilitation services?". The answers here may be compared with question 4: 1: "Is there any legal provision for reserving certain occupations for blind persons?", to which 12 countries gave an affirmative reply.

3. Vocational Training for Specific Occupations

Section 3 of the questionnaire should be answered by a specification of appropriate alternatives with regard to a number of factors influencing the training and employment situation for each of the professions listed. Part III of this report contains the answers and an example of how they should be interpreted.

Basic Education Required

The information under this heading is intended only to state the level of basic education required to qualify the blind person for admission to the vocational training he wants to pursue.

Type of Vocational Training

Evidently, the number of visually handicapped entering training for the professions is limited primarily to those having received a secondary education, which will enable them to choose from a larger array of occupations. In smaller countries the yearly training for each profession will comprise only a few visually handicapped. As a result, it is only in exceptional cases possible to arrange special courses or schools in the smaller countries, whereas the larger countries have a completely different basis for the arrangement of special training. Integrated education is, therefore, the method in the smaller countries in case of professions with a small number of students. Many times this is not a disadvantage, since the students will be working in the sighted people's world when they have completed their training. The difficulty lies, however, in giving the students the services they need during the training period. The example found in Part III of this report shows how in the case of the profession of physiotherapist two

countries, Norway and Sweden, have tried to solve the problem by letting the students attend a course for the sighted, although with special provisions, such as the assistance of special instructors trained in supervising the visually handicapped.

Part III also shows that the integrated form of education dominates in some less common professions, while there are special schools for other professions which attract more blind, or which by tradition are considered as natural occupations for the blind and which all have a large number oi applicants. This applies to physiotherapists, masseurs, instrumentalists, stenographers, typists and telephone switchboard operators, Integrated training is in some professions supplemented by on-the-job training. See further under "Social workers". Training in the teaching professions seems to be integrated to a large extent, while training of computer programmers — a comparatively new profession for the blind — in four of the seven responding countries is provided in special schools or courses.

Occupational Openings Dependent on . . .

In addition to the requirements which a sighted person has to meet in different professions, special demands are often set on a visually handicapped person. For instance, to practise a profession he might be required to have some residual vision, have good or fair knowledge of Braille and perhaps know how to type. Good mobility is essential in some professions. Finally, there are sometimes aptitude tests for a certain profession, through only in a few rare cases have these tests been designed so that they can be used for the blind as well.

Remarkably enough, "some degree of visual acuity" has been mentioned to a very small extent for the professions reported in Part III. In most countries it does seem to be required only for economists, accountants, primary and secondary educators and commercial professions. A proficiency or basic knowledge of Braille is evidently required for most of the professions. Moreover, typing skill is not mentioned as often as knowledge of Braille. Good mobility is considered a pre-requisite in a few professions, such as physiotherapists, masseurs, teaching, social work and commercial professions. Aptitude tests are apparently used much more widely than was expected. They are used for civil engineers, electronics engineering, technicians, physiotherapists, computer programmers, economists, accountants, lawyers, university teachers and less frequent professions. The column for other factors influencing admission to a profession lists a large number of remarks, although it is uncertain what they refer to.

Services Required during Training and Occupation

Access to textbooks and instructions in Braille or by talking books is clearly an absolute condition for the blind person's possibility to train for higher professions. Practically all countries report the need for this form of service in all higher professions. The access to handbooks for those already employed is not nearly as pronounced. This is perhaps in part due to the fact that there is a general progress, and that we set a higher goal now for those who receive their education than we did in the past. Furthermore, the great production difficulties may deter people from demanding such services.

Textbooks with reading assistance supplement the services in many countries, most noticeably in such professions as law, teaching, journalism and writing, and social work.

The need for secretarial assistance during occupation concides largely with the need for reading assistance during training. Obviously, special instructors are required at special schools or courses for the blind, and we can, therefore, leave out the connection between special schools and special teachers. Much more apparent is the need for special teachers in integrated education and integrated education with special provisions. The need for access to technical aids during training and during employment coincides rather well.

It has, unfortunately, not been possible in this investigation to find out what types of equipment are involved, though it probably principally refers to Braille writers, tape recorders and Braille shorthand machines, to name a few general aids. The need for special technical aids in particular professions is seen mainly with reference to civil engineers, physiotherapists, masseurs and telephone switchboard operators. These results may be compared with the almost parallel answers to the question concerning the need for special adjustments in occupation.
There are also some stray remarks under "other services both in training and occupation".

4. Placement and Employment Services

While it is important to educate and train the visually handicapped for different professions, it is equally important to help them find an employer who is prepared to hire them. Some countries have legislation specifically reserving for the blind the right to certain professions. Asked if there is "any legal provision for reserving certain occupations for blind persons" (4:1), 12 countries said that they had such provisions. The following occupations were mentioned:

Telephone operators
Physiotherapists
Sale of traditional articles (baskets, brooms, brushes, mats etc.) made by blind persons
Sale of lottery-tickets
Street vendors (kiosks and stalls)
Administrative jobs within the organisations of the blind

All countries said that they have "specialized placement services" (4:2). These services were integrated with the ordinary placement services in 17 countries. In 11 countries they were maintained by the State alone, in 5 only by organisations of and for the blind. In the other 8, there were combinations of services by the government, local authorities, organisations of and for the blind and other voluntary bodies.
Experience shows that far from all visually impaired actually can obtain employment in the open labour market. Consequently, the principal means for the blind toward meaningful occupation will often be some form of sheltered employment. The questionnaire included, therefore, also some questions on co-operative schemes/workshops.
14 countries stated that they have "co-operative schemes/workshops for the normal population or other categories of disabled people to which blind persons have admittance" (4:5) and that the following trades are represented:

Traditional crafts (making brushes, mats, chairs, baskets, brooms etc.)
Machine repairs — Electric motor repairs
Filling mattresses
Manufacturing soaps or fruit preserves
Assembly work — Packing
Shoe making
Textiles
Manufacturing plastic products
Upholstery

Asked if "special co-operative schemes and/or workshops for the blind" (4:6) exist, 12 countries answered yes and stated that a total of 13,821 blind persons were occupied in producing
traditional crafts (predominant)

textiles
travel goods
nylon nets
cork tops
plastic products
candles

or doing

assembly work
piano-tuning
upholstery
machine repairs
light engineering
tailoring

With regard to "sheltered workshop facilities" (4:7), 23 countries reported that they have 244 sheltered workshops though the actual number seems to be much higher, as many countries stated only "a number of sheltered workshops" instead of giving the actual number. There are 8,603 blind workers in all, engaged in the traditional crafts which predominate, typing and printing Braille texts, textiles, filling mattresses, farm work (sheltered), labelling and filling bottles, weaving, cardboard making, book binding, packing (hand/machine), metal and wire work, plastic products manufacturing, modern trades of engineering, assembly work, furniture (cane).

The following "homeworking facilities" (4:7) were available according to the answers:

Supplying materials and providing equipment
Financial help for small home undertakings (Arab Republic of Egypt)
Sale of home-made products

"Blind home-workers have, almost, the same rights and privileges as the workers of the cooperative workshops." (Poland).

The last two questions (4:9 and 4:10) of this section dealt with the introduction and follow-up arrangements. 23 countries said that they had some form of introduction and 22 had follow-up arrangements.

5. Information and Research

The question of "how are the general public, employers etc. informed about the potentialities of the visually handicapped" (5:1) was answered with the following examples:

Mass media
Publications (periodicals, brochures) of the organisations of the blind
Films and lectures given by the organisations of the blind
Exhibitions of products made by blind persons
Visits to prospective employers by officers of the placement services, or of the organisations of the blind
Annual reports of the organisations of the blind

Recent publications giving information on the conditions of visually handicapped are presented in the statements from Czechoslovakia, Denmark, France, German Democratic Republic, German Federal Republic, India, Italy, Norway, Spain, Sweden, the Russian Soviet Federated Socialist Republic, the United States and Yugoslavia.

Question 5:3, "Is any special research at present being undertaken in your country with a view to widening employment opportunities for the blind?," was answered as follows:

a. Research study on the needs and abilities of the blind operating industrial machines and processes, to identify machine tools and processes which may be adapted for blind people, with particular emphasis on new forms of conventional machines and processes. (United Kingdom)
b. Research on the development and increase of employment opportunities for the blind. (Reported by most countries who answered this question)
c. Research concerning the integration of the blind on the open labour market. (Also reported by most countries who answered this question)
d. Research on the defects of vision and the choice of professions open to the blind. (Czechoslovakia)
f. Research and study of medical recommendations and counter-indications for the employment of the blind. (RSFSR)

6. Definition of Blindness

The question concerned with Definition of Blindness included in this investigation showed that a large number of different definitions are in use. The investigation conducted by WHO in 1966 gave the same result. The variations are probably not large enough, however, to influence the conception of which professions can be practised by the blind and partially sighted, respectively.

ECONOMICALLY ACTIVE BLIND POPULATION IN SELECTED COUNTRIES. NUMBER AND DISTRIBUTION BY OCCUPATION

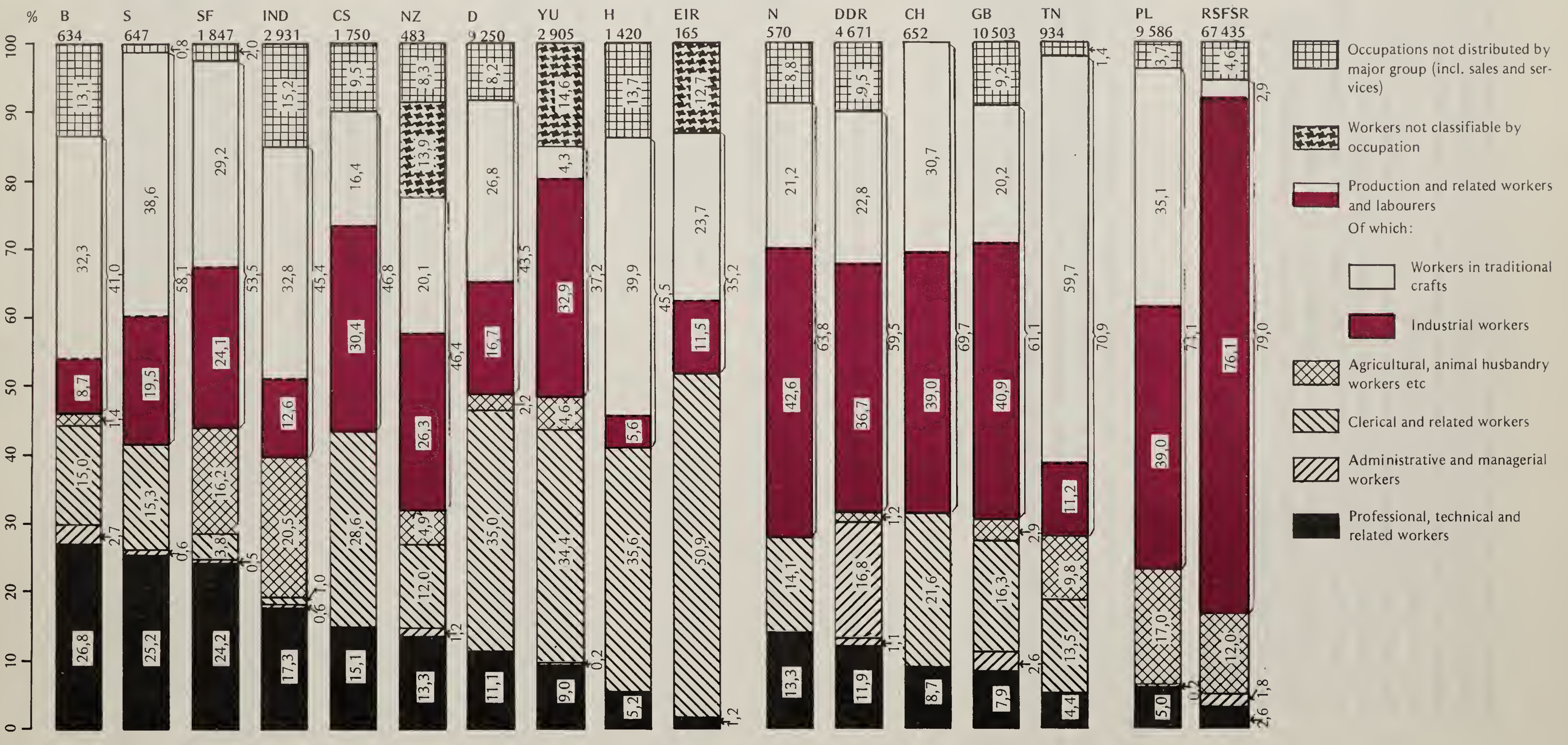

Table 1. Percentage of blind and economically active population resp; in two occupational fields.

	Production and Related Workers, and Labourers		Professional, Technical and Related Workers	
	Blind population	Economically active population[1]	Blind population	Economically active population
Belgium	41,0	47,0	26,8	8,0
Sweden	58,1	41,4	25,2	15,3
Finland	53,5	34,2	24,2	8,2
India	45,4	15,9	17,3	1,7
Czechoslovakia	46,8	42,5	15,1	14,0
New Zealand	46,4	41,0	13,3	10,2
Federal Republic of Germany	43,,5	44,6	11,1	7,6
Yugoslavia	37,2	23,3	9,0	5,6
Hungary	45,5	50,5	5,2	11,2
Ireland	35,2	33,1	1,2	7,8
Norway	63,8	44,9	13,3	8,0
Switzerland	69,7	47,5	8,7	8,9
United Kingdom	61,1	46,8	7,9	9,6
Tunisia	70,9	36,5	4,4	4,0

[1]According to Year Book of Labour Statistics 1971, published by the International Labour Office.

Table 2. Total population and blind/partially sighted population in selected countries

Country	Total population[1]	Blind/partially sighted population Number[2]	Blind/partially sighted 0/00 of total population	% of blind/partially sighted population actually occupied
Belgium	9 690 991	8 000	0,8	7,8
Sweden	7 766 424	15 000	1,9	4,3
Finland	4 688 000	30 000[3]	6,4	6,2
India	439 234 771	5 000 000	11,4	0,06
Czechoslovakia	14 362 000	12 000	0,8	14,6
New Zealand	2 808 590	4 112	1,5	11,7
Federal Republic of Germany	61 425 000	60 000	1,0	15,4
Yugoslavia	18 549 291	21 000	1,1	13,8
Hungary	10 315 600	9 500	0,9	14,9
Ireland	2 944 400	8 000	2,7	2,1
Norway	3 851 000	6 000	1,6	9,5
German Democratic Republic	17 003 631	28 500	1,7	16,4
Switzerland	5 825 000	9 000	1,5	7,2
United Kingdom	53 788 495	113 182	2,1	9,3
Tunisia	4 533 531	17 000	3,7	5,5
Poland	29 405 729	23 015	0,8	41,7
R S F S R	117 500 000	179 300	1,5	37,6

[1] According to Year Book of Labour Statistics, 1971, published by the International Labour Office
[2] According to the present investigation
[3] Of wich 5 000 blind and 25 000 partially sighted persons

COMMENTS ON THE DIAGRAM AND ADJOINING TABLES

The information reported in the Survey has been condensed into the diagramme on page 12 showing the distribution of the blind by occupations in most of the countries covered by the investigation.
The countries are indicated in the diagramme by their nationality codes at the top of the columns which also show the number of each reporting country's employed blind/visually handicapped.
The individual countries have been arranged, according to percentages, in three groups in the diagramme in the following manner. The first ten countries — seen from the left — form Group 1. The ratio of blind people working in the occupational group Production and related workers and labourers varies in these countries between 35 and 58 per cent. Group 2 consists of five countries which have between 60 and 71 per cent occupied in Production and related workers and labourers, while Group 3 — the RSFSR and Poland — report that 79 and 74 per cent respectively were working in these occupations.
The quota of those employed in the occupational group Production and related workers and labourers has determined the distribution of the individual countries among the three groups. The countries have been ranged within each of the three groups according to the quota of those reported as Professional, technical and related workers.
Since there were fewer people found in Production and related workers and labourers in the countries belonging to Group 1 than in those of the other two groups, there must be more people working in other occupations in the former group than in the countries of Group 2 and 3.
The reports show that the proportion of those working in the occupational groups Professional, technical and related workers, Administrative and managerial workers and Clerical and related workers in the countries of Group 1 — except India — in general considerably exceeds the number in corresponding groups in other countries. Finland and India reported rather significant proportions of people employed as Agricultural, animal husbandry workers, etc. (16 and 21 per cent resp.)
The diagram also shows that the proportion of those occupied as Clerical and related workers was increasing generally in the countries of Group 1, at the same time as the proportion of those in Professional, technical and related workers was decreasing. The most notable exceptions to this are India, Finland and New Zealand. The occupational group Production and related workers and labourers has been split up in the diagramme into two Sub-divisions: Industrial workers and Workers in traditional crafts. With the exception of those occupied in Czechoslovakia, New Zealand and Yugoslavia, the Industrial workers amount to less than half of all those occupied as Production and related workers and labourers in the countries of Group 1. In this respect, there can hardly be any correlation with the difference in industrial development standards of the countries.
Physiotherapist and/or masseur (in 5 countries) are the most common occupations in Professional, technical and related workers in the countries of Group 1. Other occupations are teachers of different kinds (teacher of the blind, primary and secondary education teacher), computer programmer, instrumentalist, social worker, etc. Telephone switch-board operator (in 8 countries) and typist (in 4 countries) are common occupations among Clerical and related workers. Production and related workers and labourers most often denotes brush-maker (in 6 countries) or basket-maker (in 3 countries), but other occupations are also reported, for instance, musical instrument tuner, net maker, rubber and plastic products maker, machine tool-operator.
Occupations not distributed by major group include i.a. sales and services; Sales workers is a relatively large group in India (15 per cent), consisting of shop assistant demonstrators. Clerical and related workers do not increase to such a pronounced degree in

the countries of Group 2 as they did in those of Group 1, while at the same time the number of people decreased in Professional, technicaland related workers. A certain increase will be seen, though, in the proportion of people occupied as Agricultural, animal husbandry workers, etc.
The separation of Production and related workers and labourers into two sub-divisions shows that in four out of five countries industrial workers total more than half of the number of people occupied in this main group. The exception is Tunisia which is considerably less industrially developed than the four other countries in the group (Norway, the German Democratic Republic, Switzerland and Great Britain).
Physiotherapist is the most common occupation in Professional, technical and related workers in these countries, as it was in those of Group 1. All the countries in Group 2 mention telephone switchboard operators in the occupational group Clerical and related workers. Machine-tool operator is reported as the most important occupation (in 3 countries) in Production and related workers and labourers. Other occupations were brush-maker, basket-maker, broom-maker, industrial worker, carpet weaver, etc.
Poland and the RSFSR, the two countries in Group 3, report the largest ratio of occupied as Production and related workers and labourers (74 and 79 per cent resp.), while at the same time the lowest ratios are reported as Professional, technical and related workers and Clerical and related workers. Between 10 and 20 per cent are occupied as Agricultural, animal husbandry workers, etc. Poland reports that a good half of the people in Production and related workers and labourers are Industrial workers. Nearly all those in this occupational group in the RSFSR are workers in manufacturing industries.
Among those occupied as Professional, technical and related workers are secondary education teachers and computer programmers (both countries mention this last occupation). All those working in the group Agricultural, animal husbandry workers, etc. in Poland are farm workers, while the people in the RSFSR are agricultural and animal husbandry workers. Machinery fitter, machine assembler, brush-maker and electrical fitter (the latter in the RSFSR and the other ones in Poland) are common occupations in Production and related workers and labourers.
As seen by the individual order of the countries in the diagramme and by the previous report, there is generally no correlation between the distribution of the blind among the main occupational groups and the development of trade and industry in the different countries. Consequently, a comparison between the ratio of blind occupied in Production and related workers and labourers and Professional, technical and related workers and the corresponding ratio of the economically active population[1]) also shows that there is no clear connection between the distribution of the blind by occupation and the breakdown by occupation of the entire labour force (*Table 1*). The distribution of the blind among the occupational groups is evidently governed by other factors.
Aim and direction of the vocational training as well as proportion of occupied blind is probably of importance in this context. A high rate of employment among the blind has apparently in some countries resulted in a larger ratio of people occupied as Production and related workers and labourers. According to *Table 2*, there is a high rate of employment in the German Democratic Republic, in Poland and in the RSFSR — 16, 42 and 38 per cent resp. These countries also report large ratios of blind (60, 74 and 79 per cent resp.) working in this occupational group.
On the other hand, the rate of employment in India and Ireland is only 0.06 and 2 per cent resp. At the same time, the ratio of blind occupied in these two countries in Production and related workers and labourers was as low as 45 and 35 per cent resp.
Established practice and legislation might also be of some significance in the distribution of the blind among the occupational groups.
However, from the above it seems that the direction of trade and industry and their general level of development has a definite influence on the *actual individual occupations* in which the majority of the blind are working.

According to Year Book of Labour Statistics, 1971, published by the International Labour Office.

THE ARAB REPUBLIC OF EGYPT

Informant: Demonstration Center for the Rehabilitation of the Blind,
302, Terret El Gabal Street,
Zitoun — Cairo

1: Educational facilities

Blind and partially sighted children are admitted to normal schools at all levels. There is also a number of primary and secondary special schools and classes for the blind/partially sighted children. In 1972, the number of blind pupils was 700.
Higher education at colleges/universities is open to blind students.

2: Pre-vocational preparation and vocational guidance

Pre-vocational preparation facilities for blind children include medical, psychological, and social examinations. For blind young persons and newly blinded adults psychological guidance, counselling, vocational training, adjustment, courses etc. are provided. Psychological tests adapted to the blind are used (sensory and motor).
Special legislation on the education and training of the blind contains provisions recognizing their right to rehabilitation services.

4: Placement and employment services

The law reserves the occupations of telephonist, packer, machinery assembler, broom-, basket-, brush-, mat-, carpet and handicrafts maker for blind persons.
Specialized placement services, integrated with the ordinary ones, are organized and maintained by the State.
Blind persons can work in vending stands or workshops belonging to co-operatives for the normal population, and there is also a co-operative society for the blind at Shoubra.
There is a sheltered workshop for the blind (traditional crafts) at Hammamat El Kobba.
Blind homeworkers are provided with raw materials and, occasionally, with sums of money for the launching of small projects. The State also undertakes the selling of their products.
The induction arrangements include monthly visits of social workers to the place of work of a newly resettled blind.

5: Information and research

The general public and employers are informed about the blind through various publications and reports and visits to prospective employers. Both the "Demonstration Center for the Rehabilitation of the Blind" and the "General Administration for the Rehabilitation of the Handicapped" publish annual reports.
Specialists of the Demonstration Center and the Ministry of Social Affairs conducted recently a research on the development and increase of new employment opportunities for the blind.

6: Definition

In the legal sense blind is a person who retains no vision at all, or retains a degree of vision below 3/60; it aims at including those who are economically unable to earn a living by means of vision. This puts a demarcation line between the blind and the partially sighted.
The estimated number of blind persons is 15,000.

NOTE: The headings above, numbered from 1 to 6, will not be reiterated for the countries to follow. These headings represent the chapters of the questionnaire, which is reprinted at the end of the report. If heading 3. is left out in a statement, this is an indication that no statistical attachment was given from that country.

ARGENTINA

Informant: Asociacion de Editoras para Deficientes Visuales de Iberoamerica,
Hipolito Yrigoyen 2850,
Buenos Aires.

1: Educational facilities

Blind children are admitted to normal schools; there are also eight special schools for children with sensory handicaps. This education is in principle from 3 to 14 years of age. However, education is not compulsory for handicapped children.
Higher education at colleges and universities is available to blind students. In 1971, 20 students were enrolled in Law, Natural Sciences, Humanities, Psychology and Public Relations courses.

2:

Pre-vocational preparation for visually handicapped children is provided in the special schools and classes. There is a medical and psychological service examining the blind child before it is admitted to the special education which consists of special classes (66 pupils) and complementary lessons (48 pupils). Upon termination of studies the rehabilitation service, that exists in each of these schools, contacts the employment exchange in order to find jobs.

4:

The specialized placement services are mainly the work of private institutions, which with varying success try to place blind persons in the industry. Technical education and vocational training is available, although in a limited scope. At present there are about 150 blind workers employed in different private undertakings.
The State has set up a number of sheltered workshops, which employ 80 blind workers producing mattresses, brushes, brooms, baskets, card-boards. Also weaving (machine), looming, book-bindning are used. A number of blind people work at home as radio technicians, piano tuners, physiotherapists, mattress-makers and teachers.
A special law reserves the sale of delicacies, cigarettes, newspapers and magazines in kiosks for blind persons.

5:

The general public, through the different media of publicity, is regularly informed about the potentialities of the blind.

6:

There is no legal definition of blindness in Argentina.
The number of blind people is estimated at about 24,000.

BELGIUM

Informant: Union Belge des Organismes Neutres pour Handicapés de la Vue,
16, Rue de la Paix,
6510 Morlanwelz — Mariemont.

1:

There are very few visually handicapped children attending primary schools, although the normal schools are accessible to them. In the normal secondary schools there are some visually handicapped pupils.
Concerning higher education, the decision to admit blind students rests with the university authorities. In 1971 there were 20 students attending courses in Physiotherapy (the majority), Languages, Law, Economics and Sociology.

2:

There are 8 special schools, 4 official and 4 private, for the visually handicapped. They also provide vocational training facilities in commercial subjects and switch-board operating. The Ministry of Labour runs two special centres for vocational assessment and guidance of the visually handicapped, where since 1961 about 1,500 persons have been fully examined and over 1,000 consult yearly. The centres are also doing research work and have developed psychotechnical tests for their clients.
Rehabilitation and vocational training services for the adult blind are provided by three centres, two organized by the "Ligue Braille" and one by the "Licht en Liefde". These centres run 8 months' comprehensive programmes of training with courses in typing, switch-board operating, Braille and techniques of mobility. The state subsidises these services.

3:

See Appendix A

4:

The specialized services are integrated with the ordinary ones but short of personnel, specialized in problems of the blind.
Certain voluntary bodies, such as the "Friends of the Blind", maintain similar services endeavoring to find suitable jobs for blind persons and following up, once the blind has been placed in employment.
There exists 122 sheltered workshop for handicapped persons under the supervision of the Ministry of Labour. Among the 6,756 handicapped persons employed there, a number of blind are engaged in brush-, and chair-making, filling mattresses, cardboard packing and basketry. Futhermore, there are 7 sheltered workshops for visually handicapped persons with 200 workers employed in similar trades plus typing and printing of Braille texts. Verey few blind persons work at home, engaged in traditional crafts.

5:

Since 1970 the Ministry of Labour in collaboration with the "Fonds National de Reclassement Social des Handicapés" is driving a campaign to inform the general public about the potentialities of the handicapped persons and asking for help in achieving a social integration for them. The Ligue Braille and other organisations of the blind also publish a number of brochures for the enlightenment of the public.

6: **Definition**

There is no official definition of blindness, but certain legal measures were taken in 1954 for the protection of the "white cane", i.e. authorization of persons "whose visual acuity in each eye, after correction is equal to or less than 1/10, or visual field inferior of 20 degrees", to carry a white cane.
The number of blind and severely visually handicapped persons is estimated at about 8,000.

BRAZIL

Informant: Fundãcao para o Livro do Ciego no Brasil,
rua Dr. Diogo de Faria 558,
São Paulo.

1:

Blind children may attend normal educational facilities at all levels.
Blind students can also attend all courses available at colleges/universities. In 1971 there were 17 students enrolled.

2:

Specialized teachers for the blind provide pre-vocational preparation in the schools, but most of them do not have workshops or vocational officers. The recent (1971) Educational Reform Law prescribes a mandatory programme of pre-vocational training.
There are two vocational centres. One is run by the State "National Service for Industrial Training" (SENAI) and it has sections in some of the states. The other is run by the "Foundation for Books for the Blind in Brazil" (FLCB) and uses psychological tests (personality, interests, manual ability) adapted for the blind/partially sighted.
Rehabilitation services for the blind are provided both by the rehabilitation centre of the University of São Paulo and by the rehabilitation centre of the FLCB, that has a complete programme of rehabilitation.

3:

There is no central register of employed blind persons, however the greatest number of blind persons are industrially employed.

4:

Specialized placement services are organized by the State (SENAI) and by the Foundation (FLCB), the former maintains branches in most of the states and has a section for finding jobs for the blind in industry integrated with the ordinary services. The FLCB has a sheltered workshop that functions also as a training service, besides operating on a sub-contract basis. It employs 163 blind workers. Some other institutions run sheltered workshops.

5:

The employers are informed about the blind through occasional publications of the FLCB, which in 1971 sponsored a research scheme about the integration of the blind in the labour market. Another publication was sent out by SENAI.

6:

A definition of blindness was adopted at the Pan-American Conference on the "Welfare of the blind and prevention of blindness" (São Paulo, 1954), but is not yet recognized by law.
The number of blind persons, according to an investigation made by the Service of Ophthalmology (Secretary of Health), is estimated at 400,000 for the whole of Brazil.

BULGARIA

Informant: Union of the Blind,
Slavejkoff Sq. No 1, Sofia.

1:

Blind children are admitted to normal schools at all levels. In addition there is a special school. Schooling lasts from 7 to 16, one year longer than for non-handicapped, and the cost borne by the state. Blind students attend without any hindrance colleges and universities. At present there are 3 studying Economics and 11 in various courses.

2:

The special schools for the blind provide certain pre-vocational preparation facilities in the schools' workshops. Workshops of the UBB (Union of the Blind in Bulgaria) provide a six months' vocational preparation programme for blind youth and adults.
There is a rehabilitation centre also run by the "Union" that provides vocational training and rehabilitation courses for blind persons (six months).

4:

The UBB maintains a specialized employment service and takes the financial responsibility for it. The organisation also maintains workshops and lodgings and provides its members with remunerative work. 1,200 persons are employed, producing oil filters for cars, buttons, brushes, cork tops, travel goods, office material, plastics, textiles, assembly of electric material and nylon nets. The two last items provide jobs for 200 homeworkers.
By law these enterprises of the UBB have a monopoly to manufacture certain products. There are further 60 blind people in professional song-choirs the country. The total number of blind actually working is 1,483, of these 251 are homeworkers.

5:

The UBB through its various publications keeps the general public informed about the potentialities of the blind.
The "Union" in co-operation with the Ministries of Education, Labour and Social Health investigates the possibilities of new suitable occupations for the blind.

6:

Quotation of the legal definition of blindness in Bulgaria: "A group, up to 2 per cent of remaining sight. B group, up to 8 per cent of remaining sight".
There are at present 6,000 blind persons in the country, of these about 3,000 are members of the "Union of the Blind".

CANADA

Informant: Canadian National Institute for the Blind,
1929 Bayview Ave;
Toronto 17 (Ontario).

1:

Blind children are admitted to normal schools, there is also a number of special schools for visually handicapped children.
Blind students can attend any courses they choose at colleges/universities, excluding those for which eye-sight is obviously essential. In 1971 the number of students enrolled was 275, mostly in Arts and Science programmes.

2:

The Canadian National Institute for the Blind (CNIB) is providing pre-vocational preparation in the workshops of the special schools for blind children through counselling interviews. In the normal schools preparation is provided by the schools' guidance services, supplemented by CNIB counselling personnel.
The CNIB Vocational Guidance and Training Centre provides guidance, assessment and pre-vocational adjustment/training, supplementing preliminary services supplied by its Services Centres throughout Canada.
The rehabilitation programme includes various psychological tests (intelligence, vocational interest, personality and personal adjustment) especially adapted to the blind. The programme also makes use of various medical and physical restoration services within the existing services for disabled persons, providing in addition social services, rehabilitation teaching, orientation and mobility, Braille, within the framework of the specialized services for the blind.
Any person whose sight falls within the legal definition of blindness is entitled to receive suitable rehabilitation services provided by CNIB.

3:

New work opportunities are being investigated: quality control by means of non-destructive testing such as X-ray equipment, quality control in the food industry by taste panels, office machine repair, armature re-winding and electric motor repairs, centralized message accounting, and a number of others.

4:

The placement services are organized and mainly maintained by CNIB.
The CNIB has established a number of sheltered workshops for the blind, at present there are 566 blind persons working there. Main trades followed: broom winding, mop- and brush-making and sewing. CNIB also provides the equipment, materials and training in leathercraft, chair caning and basketry, for blind persons working home, and the products are sold mostly through its Gift Stores.

Employment Officers provide route training to and from places of employment and, if necessary, on-the-job training and make contacts with supervisors and fellow workers.

5:

The CNIB's P.R. Department keeps the public and employers informed about the visually handicapped through various publications, articles in the news media, films to interested groups. Employment Officers are constantly making personal calls on senior executives of both industrial and commercial companies.
A research project for the cataloguing and analyses of jobs presently performed by the blind is being carried out by York University (Toronto) and the CNIB, sponsored by the Canadian Government.

6:

The legal definition of blindness is quoted as follows: "A person is considered blind if the visual acuity in both eyes with proper refractive lenses is 20/200 (6/60) or less with Snellen Chart or equivalent, or if the greatest diameter of the field of vision in both eyes is less than 20°".
Persons within this definition are eligible for CNIB services and financial support of rehabilitation and vocational training courses through various government agencies. The definition also governs legal right to carry a white cane and receive a pension.
The number of blind persons in Canada was 27,431 in December 1970.

CZECHOSLOVAKIA

Informant: Federal Ministry of Labour and Social Affairs,
Palačekého 4, Prague.

1:

Blind children are not admitted to normal schools, only visually handicapped children may attend. Both categories go to special schools for nine years, and may also continue their studies in a special secondary school for the blind.
Blind students are admitted to universities, and in 1971 there were 10 students taking courses in Humanities.

2:

The local social security offices of the "National Committees" take up the cases of children with visual handicaps as soon as they have finished their 9 years' schooling. They are examined by a "Social Security Evaluation Commission" and representatives of the school which during the years of studies had the opportunity to observe the blind child and are able to recommend what measures should be taken. Together they decide the type of pre-vocational preparation and the suitable occupation to follow. There is a three-year vocational school in Levoč with courses in brush- and basket-making, weaving, upholstering and book-binding.
There are also schools for music, piano-tuning and economics with 352 pupils in all. Other forms of training are a ten months' course for masseurs and a five months' course for switchboard operators. The Constitution and a number of special laws recognize the right of blind persons to receive rehabilitation services. A general course of this type takes eight weeks.

3:

See Appendix A.

4:

There are specialized placement services, organized and maintained by the State, which help blind persons to find employment.
Visually handicapped persons are considered "citizens with altered capacity for work" and the Social Law provides them material safeguards during the period of preparation until they have found a job.
Blind persons can work in production co-operatives for the normal population, or in co-operatives for other categories of disabled; there are four workshops for the blind with 175 workers engaged in brush- and basket-making, upholstering, piano/harmonica-tuning, pressing, packing.
There is also a co-operative for the blind with 170 blind and visually handicapped workers having as main tasks brush- and basket-making and carton assembling. Another 140 blind persons work in sheltered workshops in the same trades as above, plus upholstery, weaving and production of plastic goods. Within the framework of the invalids'

co-operatives there is a number of blind home-workers whose main occupation is brush-making.
According to the Social Security Law, there are work-induction arrangements and follow-ups for newly trained and resettled blind.

5:

The general public is kept informed about the blind through the various publications and broadcasts of the Trade Unions Movement and the Czech and Slovak "Union of the Blind".
Research in this field is concentrated to the Department of Specialized Pedagogy of the Charles' University. Another work is by Dr:s Knobloch and Štafflová: "Defects of Vision and Choice of Profession".

6:

There is a distinction between complete and practical blindness, the latter generally ranging from sensitivity to light with correct projection up to 1/60 in the better eye. In the case of defective other sense organs creating difficulties of spatial orientation e.g. deafness, or intellectual defects, or in children, the concept of practical blindness extends up to a visual acuity of 3/60 in the better eye. If the field of vision is narrowed below 10+, or below 25% in the case of only one eye remaining, the above mentioned state extends to 6/60 (with optimal optical correction).
Practical blindness also includes central lapses in the field of vision exceeding 30+ in the better eye.
There is no register covering all visually handicapped persons. Many older blind are not organized. The Czech Union of the Blind and Weak-Sighted has 8,000 members and it is estimated that Slovakia has another 4,000 blind persons.

DENMARK

Informant: Dansk Blindesamfund,
Randersgade 68, Copenhagen Ö. and
State Institute for the Blind and Partially Sighted
Rymarksvej 1, 2900 Hellerup

1:

Blind children are admitted to normal schools which begin at 7 and end at 16 years of age, but there are also special schools and classes for blind and visually handicapped children. The total number is 300 pupils. Blind students may attend all courses available at colleges/universities, and in 1971 there were 20 students enrolled in Theology, Sociology, Law, Psychology, Social work, Physiotherapy and at the Teacher training College.

2:

A short pre-vocational preparation is given in the school's workshop.
Vocational guidance and training are provided by the vocational guidance officers and by a number of centres during the last two years of the education. There are courses for telephonists, programmers, piano-tuners, organists, and there is also a centre for industrial training for open employment.
Rehabilitation services for blind young persons and adults are provided within the existing services for handicapped persons, and in the above mentioned centre for industrial training of the blind.
General legislation on rehabilitation of the handicapped and special legislation on education of the blind contain provisions recognizing the right of the blind to receive rehabilitation services.

3:

See Appendix A

4:

Specialized placement services are organized and maintained by the "State Institute for the Blind" in cooperation with the Employment Service.
There is a number of sheltered workshops, with 65 workers engaged in brush-making, basketry, weaving and industrial work, and about 130 home-workers.

5:

The general public is informed about the blind through the personal contacts of the employment officers with employers, booklets and publications of the "Danish Association of the Blind" and magazine articles.

Recent publications:

"Rehabilitation and Care of the Handicapped", published by International Relations Division, Ministries of Labour and Social Affairs, Copenhagen,1967.
The Rehabilitation Act, published by the ILO 1960.
The Danish National Institute of Social Research publication no. 22: "The Physically Handicapped in Denmark" volume IV "Work and employment" (in Danish with an English summary).
The publication "Senblind" (Late blindness), published by the National Board of Social Welfare Services (under translation).

6:

"6/60 or a visual field defect of 20 degrees or less" gives the right to disablement pension and other social payments, and is also condition for admission to the Danish Association of the Blind.
The number of blind persons in Denmark is estimated at 8,000.

FEDERAL REPUBLIC OF GERMANY

Informant: Deutscher Blindenverband E.V;
Bismarckstrasse 30,
5300 Bonn — Bad Godesberg.

1:
All normal educational facilities are open to the blind. They care at present for about 900 students. There are some 125 in the well-known Marburg educational institution for the blind.
At universities, courses are taken in Law, Economics, Political Sciences, Linguistics, Theology, Music, EDB.

2:
Special counselling services are available to parents of blind children, and to students at schools, to trainees in rehabilitation centres and at the associations.
General psychological tests are adapted to the blind. Vocational training is offered at the rehabilitation centres Heidelberg, Saulgrub, Nürnberg and Düren.
The right of the blind to rehabilitation is derived from general national laws (on social assistance, on the severely disabled, and on promotion of work).

3:
See Appendix A

4:
There is no reservation of specific occupations as far as the blind are concerned; they have to apply to the regular employment service (vocational rehabilitation sections) which provides jobs in industry in general or in sheltered workshops, respectively as home-workers.
The job placement is introduced and followed-up through rehabilitation centres and vocational rehabilitation counsellors.

5:
Information is given by the handicap associations and by a special committee on jobs for the blind at the Ministry of Employment and Social Welfare.
Recent publications:
"Blinde und Sehbehinderte in unserer Welt", Verlag G. Braun, Karlsruhe.
"Blinde als Sachbearbeiter", published by Bundesministerium für Arbeit und Sozialordung.
"Die Erschliessung neuer Blindenarbeitsplätze in der EDV", published by Bundesministerium für Arbeit und Sozialordnung.
The latter committee also promotes research on development of new occupations for the visually handicapped.

6:
In its first article the Act on the Severely Disabled declares as "blind" and entitled to be so certified, persons with a reduction of visual acuity resulting in inability to find their way in unfamiliar places without the aid of others.
According to this definition there are about 60,000 blind people in Germany.

FINLAND

Informant: Central Association of the Blind,
School of the Blind,
Kuopio.

1:

Blind children are admitted to normal schools; there are also two special primary schools and a kindergarten for blind and partially sighted children. Higher education at colleges/universities is available to blind/partially sighted students. In 1972 there were 20 students attending courses in Philosophy, Literature, Languages, Political Sciences and Mathematics.

2;

Pre-vocational preparation facilities for blind and partially sighted children are provided by the special schools.

Vocational guidance for blind young persons and newly blinded adults is administered by the Rehabilitation Department of the Institute of Occupational Health. International tests, as well as special tests developed by the Institute, are used in addition to common methods of counselling.

The right of disabled persons to receive rehabilitation services, including vocational rehabilitation, is recognized by law.

3:

See Appendix A

4:

The placement of the disabled is part of the general employment service system maintained by the State. A special counselling department for the disabled is operating in close connection with the public employment agencies; within this department there is a section which is entrusted solely with the placement of blind and partially sighted persons at national level. The placement is based on the co-operation between the counselling department/section and the employment agency concerned. Besides actual placement, the above section carries out work induction and follow-up during at least six months for newly placed blind persons.

About 2,000 blind or partially sighted persons work in various occupations in Finland. The largest group, about 600 persons, is engaged in basket- and brush-making and other traditional crafts. Of these, about 100 persons work in sheltered workshops run by the voluntary organisations of the blind, or at home.

5:

The general public and employers are informed about the blind through the Labour Exchange, the Central Association of the Blind, and the Trade School for the Blind. A sociological study of the adjustment of the blind to working life is under way.

6:

Quotation of the legal definition of blindness: ”A person is blind who due to his/her visual imperfection cannot find his/her way in unfamiliar surroundings”.

In the school system the following definition is used: ”A child who due to his/her visual imperfection is unable to receive normal instruction is blind”.

There are at present 5,000 blind and 25,000 partially sighted persons in Finland.

FRANCE

Informant: Comité national pour la promotion sociale des aveugles,
14 bis, rue Daru,
Paris VIII.

1:

Blind children cannot attend normal primary schools. The majority of blind and partially sighted children are following special schools and classes, both at the primary level (duration 5 years), and at secondary level (duration 6 years).
Blind students can follow courses at colleges/universities under the same conditions as their sighted colleagues. In 1971 there were 60 students attending courses in Literature, Law, History, Mathematics, Physiotherapy, and Music.

2:

Pre-vocational preparation is provided by the regional vocational guidance service, created by the Law of 23.11.1957. There exist also five rehabilitation and re-classification centres for blind young persons and newly blinded adults. The centres are using general psychological tests adapted to the blind.
Rehabilitation services for the blind are provided within the existing services for other obile units).
The right of blind persons to receive rehabilitation services is recognised by the above Law of 23.11.1957.

3:

See Appendix A

4:

Specialized placement services are maintained by the State (Min. of Labour).
A number of blind persons are working in co-operatives/workshops for the normal population, or other categories of disabled, manufacturing soaps and fruit conserves. Another 200 blind persons are working in workshops for the blind making brushes, baskets, and filling matresses.
Blind home-workers are engaged in basket-, brush-, chair-making, and knitting.

5:

The public and the employers are kept informed about the blind through associations of blind people and the labour exchange.
Continuous research to find new employment opportunities fot the blind is undertaken.

6:

Quotation of the legal definition of blindness: "The central vision of each eye being reduced to less than 1/20 of the normal".
The number of blind persons is estimated at 40,000.
Other opportunities offered are: loans for small businesses, priorities to civil service employment, and to supply the state with heavy brooms.

GERMAN DEMOCRATIC REPUBLIC

Informant: Deutscher Blinden-und-Sehschwachen Verband,
Poststrasse 4—5,
102 Berlin.

1:

Elementary education is given in special schools during 10 years; there were 209 blind pupils. About 10 go to normal secondary schools for an 11th and 12th year, 25 students are enrolled at universities and mainly study political sciences.

2:

In each special school one teacher assumes responsibility for the preparation of pupils for working life. In the first 6 years the children try their hands at various materials and forms. Later they have a planned polytechnic training including weekly studies of different work-places, and in the 8th school-year the choice of occupation is made with the aid of a vocational guidance commission and psychotechnical tests.
After registration as severely disabled, new-blinded are counselled by the Employment Service, local associations of the blind, and regional rehabilitation commissions and attend vocational training institutes which are separate for the blind and offer a choice of commercial, industry, and craft-trades.
The right to rehabilitation of the disabled is safe-guarded in the Constitution. Further, a law of 1951 specifies a 10 per cent employment quota in enterprises counting 10 or more employees and the right to adjustment of work-places, to retraining and promotion.

3:

See Appendix A

4:

Only the production of special hand-made brushes is reserved for blind workers.
Placement services are mutual for all disabled and enterprises have to notify the Employment Service of all vacancies.
Special co-operative workshops for the blind number 12 with about 1,200 members, some of them home-bound. Besides traditional crafts they work in numerous industrial occupations.
Three sheltered workshops employ 220 blind craftsmen.
Work for the home-bound is not only in traditional crafts for the blind but industrial jobs.
Where rehabilitation measures are taken the future place of work is secured by a contract, a practice period of 4—8 weeks, and inspection from the Employment Service.
Counsellors from rehabilitation centres advise the supervisors on the working and contact methods of the newly employed blind person.

Follow-up takes place at one or two-year intervals through visits by employment counsellors together with represantatives of the Association of the Blind. The latter organises meetings at central and local level for groups working in the same trade.

5:

Mass media bring information on conditions of the blind. Besides, the following is a list of recent publications from the German Association of the Blind and Visually Handicapped.

Autorenkollektiv: Der Blindenführbund. Allerlei Wissenwertes über einen Helfer der Menscheit. Leipzig, 1966.

Autorenkollektiv: Berufsfibel für Sehschwache, Leipzig 1967.

Autorenkollektiv: Internationales Symposium über Probleme der beruflichen Rehabilitation Sehgeschädigter vom 22. bis 26. Mai 1967 in Berlin, Leipzig 1967.

Autorenkollektiv: Das Blinde und das sehschwache Kind. Eine Schrift für Eltern und Erzieher. 2nd ed. Leipzig 1971.

Dr. Willi Finck: Wie erlangt der Blinde die Fach- oder Hochschulreife? Leipzig 1971.

Dr. Wolfgang Fromm: Der Blinde als Lehrer und Wissenschaftler, Leipzig 1971.

Erwin Jacob: Der Blinde als Jurist, Leipzig 1971.

Dr. Klaus Rackebrandt: Blinde Hoch- und Fachschulabsolventen in Wirtschaft und Verwaltung, Leipzig 1971.

Dr. Dr. Helmut Pielasch: Das Recht des Sehgeschädigten in der DDR. Gesetzliche Bestimmungen für Blinde und Sehschwache sowie Beschlüsse des Deutschen Blinden-und-Sehschwachen-Verbandes, Leipzig 1971.

Autorenkollektiv: Sehgeschädigte in der elektronischen Datenverarbeitung. Ein neuer Weg der beruflichen Rehabilitation für Blinde und Sehschwache in der Deutschen Demokratischen Republik, Berlin 1971.

6:

Three categories are defined by law:

I Severely visually handicapped (1/25 or less of visual acuity after correction)

II Blind for practical purposes (1/50 visual acuity)

III Blind (1/200 visual acuity).

This definition serves many purposes — the rights of the severely disabled include employment and protection against dismissal, priority and discount on taxes, local communications, shopping, pensions, supplementary holidays, etc.

Among the 28,500 registred blind persons 8,500 are of employable age and 4,807 actually working.

GREECE

Informant: Lighthouse for the Blind/School for the Blind,
Kallithea—Athens.

1:

Blind children may attend normal schools at all levels. There are also two special elementary boarding schools with 190 places (at present there are about 150 pupils). The Ministry of Social Services anticipates for 1972/73 the establishment of two more special schools for blind children. Colleges/universities are open to blind students and in 1972 there were 5 students in Law, Theology, Mathematics and Literature.

2:

Pre-vocational preparation for blind children is provided by the workshops of the special schools and by vocational guidance at the Rehabilitation Centre for the Blind; this also provides some basic adjustment for blind young persons and newly blinded adults and has about 25 students yearly. The Centre uses aptitude tests.
The "Lighthouse for the Blind" in Athens maintains a training course for switch-board operators (duration of course 9 months).

4:

Specialized placement services are organized and maintained by the "National Institute for the Rehabilitation of the Invalids" under the Ministry of Social Services. The "Lighthouse" maintains the only sheltered workshop for the blind, with about 40 blind workers engaged in broom- and brush-making.
About 200 blind persons, graduated from the above course for switch-board operators, are working in public institutions.

5:

The various organisations of the blind publish a number of magazines and use mass media to inform the employers and the general public about the potentialities of the blind.

6:

The legal definition of blindness is "1/25 of normal vision", but because it is considered too narrow it is seldom applied strictly.
A recent registration of blind persons puts the number at 13,000.

HUNGARY

Informant: Ungarischer Blinden und Sehschwachen Verband,
Május 1 ut 47,
Budapest XIV.

1:
Blind children can attend normal schools at all levels. In addition there are kindergartens for children from 3 to 6 years of age and a special school for visually handicapped children, where they receive elementary education (duration 10 years). There is no secondary special school for the blind.
Blind students have access to colleges/universities, but not to technical colleges. In 1971 there were 22 students enrolled.

2:
Pre-vocational preparation facilities and training are provided by the special school for blind children, and there is also a one-year preparatory course for blind persons. The Constitution garantees every citizen the right to work. In addition there are various ordinances to aid the blind and other handicapped persons.

3:
See Appendix A.

4:
The law reserves the occupation of telephonist for blind persons.
Specialized placement services are provided by the "Union of the Blind" for its members.
There are 3 nationalised factories where about 600 blind persons are employed in the following trades: Brush-, broom- and net-making, textiles. There is also a co-operative for the blind with 80 workers, basket-makers.
There is a number of blind home-workers making brushes.

5:
The general public is informed about the potentialities of the visually handicapped through articles in newspapers and professional magazines.
The Union of the Blind, in co-operation with the "Central Social Institute", from time to time investigates possibilities of new employment for the visually handicapped; such a job is that of EDB programmer.

6:
There is no legal definition of blindness, but since 1.10.1971 a new law makes allowances to persons "with 5 per cent or less of normal vision" according to the Maschke Table.
Maschke Table.
The number of blind persons is 9,500.

INDIA

Informant: The National Association for the Blind,
Jehangir Wadia Building,
51, Mahatma Gandhi Road, Bombay 1.

1:

Blind children are admitted to normal schools (500 pupils in all), but most of them attend special schools for the blind. There are at present 140 residential or special schools, primary (duration 8 yars) and secondary (duration 2—3 years). These schools vary in size and quality, but it would be safe to assume that between 6,000 and 6,500 blind children benefit from them.

Higher education at colleges/universities is available to blind students and in 1971 100 students were enrolled, the majority attending courses in Humanities.

2:

In five rehabilitation centres the blind are assessed and evaluated for job placement; two of the centres are sponsored by the Indian Government and the rest are activities of the "National Association for the Blind". The centres use general psychological tests (BENNET'S tool and TWEEZER finger dexterity tests, MINNESOTA rate of manipulation and training test). Adaptation not required.

Basic rehabilitation is provided at all the schools and institutions for the blind, pre-vocational preparation is not.

3:

See Appendix A.

4:

The National Association for the Blind has organized and maintains placement services. The State has special employment offices in nine centres in the country.

There is a number of jobs for the blind (open employment) with 1.200 blind workers engaged in light engineering-machine operating, basketry, carpentry, handloom weaving, tailoring, candle making, handicrafts, telephone operating, massage and physiotherapy.

There is a sheltered workshop for the blind and several industrial homes throughout India, where a considerable number of blind workers is engaged in trades similar to the above.

The induction arrangements include visits of placement officers to the place of work of newly resettled blind and follow-up.

5:

The general public and employers are informed about the blind through various publications, lectures, radio broadcasts, visits to prospective employers, exhibitions.
Recent publications include:
"Blind Welfare" (magazine), October, 1969.
"The Blind in an Age of Science", edited by the National Association for the Blind, Bombay, 1969.
"Services for the Handicapped in India", by Taylor and Taylor, edit. ISRD, New York, 1970.

6:

Quotation of the definitions of blindness: "a. Total absence of sight. b. Visual acuity not exceeding 6/60 or 20/200 (Snellen) in the better eye with correcting lenses. c. Limitation of the field of vision sub-tending an angle of 20 degrees or worse". No reliable data available on the number of blind. On the basis of sample surveys, it is believed that one per cent of the population of India is economically blind. The term economically blind includes the totally blind and persons with varying degrees of sight, whose sight is not sufficient to enable them to secure employment without special assistance. On this basis the blind population in India is five million.

IRELAND (EIRE)

Informant: National League of the Blind,
35, Gardiner Place, Dublin 1.

1:

No special facilities are provided for blind or partially sighted children at normal schools and educational institutions (primary, post-primary and third-level) except in one secondary school which has about ten blind boys. Blind children and those partially sighted children not able to benefit adequately from normal school education are catered for in special schools up to post-primary school level.
No courses specifically for blind students are available at the colleges and universities.
Grants are made available to enable blind and partially sighted persons follow courses abroad in social rehabilitation and mobility and, provided the appropriate entrance standard has been reached, special post-primary and third-level courses in industrial training and third-level courses such as physiotherapy.

2:

Pre-vocational preparation facilities are provided by the special schools for blind children.
There is a training centre for blind telephonists in Dublin.

3:

See Appendix A.

4:

The "National Council for the Blind" has organized and maintains the placement services under the general supervision of the Department of Health. There is a number of sheltered workshops with 60 blind workers employed and following the trades basket- and mat-making, bedding.

5:

The general public and employers are informed about the potentialities of the visually handicapped through personal contacts and visits from the Placement Officer of the National Council for the Blind.
Both the National Council for the Blind and the National League of the Blind publish annual reports.

6:

Quotation of the legal definition of blindness (Finance Act 1971, Section II): "A person whose central visual aquity does not exceed 6/60 in the better eye with correcting lenses, or whose central visual aquity exceeds 6/60 in the better eye, or in both eyes, but is accompanied by a limitation in the field of vision, that is such that the widest diameter of the visual field subtends an angle no greater than 20 degrees". In practice, a certificate from a qualified opthalmic surgeon is accepted for blind welfare purpose.
The number of blind persons is estimated at 8,000.

ISRAEL

Informant: Jewish Institute for the Blind,
P.O.B. 925,
Jerusalem.

1:

Blind children are admitted to normal schools. Elementary education is provided also by means of special schools and classes (duration 9 years),. On the secondary level, blind children receive complementary lessons (duration 3—4 years).
Blind students are encouraged to enter colleges/universities and they receive grants and special equipment required. Among the courses followed is computer programming.

2:

Pre-vocational preparation for blind children is provided by the workshops of the special schools. There are two rehabilitation centres where blind young persons and adults may go for vocational assessment, guidance and training in working skills, communications, Braille and orientation/mobility. On finishing the blind are given work in the open industry.

4:

The State (Ministry of Social Welfare) has organized and maintains the specialized placement services.
Blind persons are working in open industry and workshops for the normal population, engaged in metal assembling, electronics, operating electrical and hydraulic presses, screwing, boring, metal-plating, ordinary and automatic weighing, filling and packing, sewing, yarn-winding, weaving, wood/cardboard-joining, book-binding.
The State maintains a number of workshops, where about 500 blind workers are engaged in basket-making and weaving. There exist also sheltered workshops for blind persons who cannot be absorbed in open industry (about 300 workers engaged in general assembly work). A number of blind persons, especially elderly, work at home making mats, brushes and baskets. The Service for the Blind (Ministry of Social Welfare) supplies the materials and sells the finished products.
Special work induction arrangements include route training to and from the place of work. The Ministry of Social Welfare pays the salaries of the newly employed blind workers, until they are capable of reaching the standard of ordinary workers.
The placement officers make a follow-up after a blind person has been employed and help him to overcome absorption difficulties.

5:

The general public and employers are informed about the potentialities of the visually handicapped, mainly through a placement officers.

6:

The number of blind persons in Israel is at present about 8,000.

ITALY

Informant: Unione Italiana dei Ciechi,
Via Borgognona 38,
00187 Rome.

1:
Blind children attend normal schools at the primary and secondary level. Education is compulsory from the age of 6 to 14, also for the handicapped. For the blind there are 19 special schools, 138 special classes, and schools operating within institutes for those with sensory handicaps. In the lower secondary education there are experimental special classes. In teacher training and other colleges and universities blind students follow normal courses in Law, Music, History, Philosophy, Political Sciences and Languages.

2:
There is no special pre-vocational preparation and vocational guidance. The training received by blind students is paid for by local government.

4:
Acts were passed in 1961 and 1971 recognizing blind masseurs and physiotherapists as specialized workers and reserving positions for them in clinics and hospitals. Other acts in the period 1957—1971 concern the occupation of switch-board operators. Posts in public agencies and (partly) in private agencies are now reserved for blind operators.
The Union of the Blind has gone on to organize training courses for teleprinter operators, a new chance of employment. Besides, undertakings over a certain size are under the obligation to employ a quota of disabled persons.
Placement services for the blind are integrated with the labour exchanges and a mutual responsibility of the Ministry of Labour and Social Welfare, and the Union of the Blind.
The latter organisation has set up workshops for the manufacture of shoes and belts, knitwear and textiles, metal parts, etc. which employ about 150 workers. In a home-working scheme traditional crafts of the blind are performed.

5:
The Union of the Blind makes extensive use of mass media for the information of the general public, and its press department also publishes letter-press papers. Recent publications on the conditions of the visually handicapped include:
"I minorati della vista," by Prof. Enrico Ceppi.
"I 50 anni del'Unione italiana ciechi," by Prof. Sisgimondo Bragli.
"Norme legislative regolamentari sull'istruzione, il lavoro e l'assistenza dei ciechi in Italia," by Augusto Vernillo.
"Ragazzi ciechi," by Prof. Augusto Romagnoli.

6:
Legally blind persons with a visual acuity of 10 per cent or less are entitled to special educational facilities, railway travel at half fare and to be counted against employment quotas, while those with 5 per cent visual acuity or less are entitled to a basic or supplementary state pension for the civilian blind, subject to a means test.
The number of blind persons in Italy is estimated at 100,000, those in a position to obtain or hold remunerative work number about 10,000.

JAPAN

Informant: Nippon Lighthouse Welfare Center for the Blind,
4 -37, 2- chome, Imazu Naka, Joto- ku, Osaka City.

1:

Blind children are not admitted to normal primary and secondary schools, instead they attend special schools and classes.
In September 1971, at altogether 26 colleges or universities, 56 blind students were following courses in Literature, Social Services, Law, Economics, Mathematics.

2:

In each of the special schools, special teachers have been appointed as vocational guidance officers for the counselling of the blind pupils and their parents. In the "Rehabilitation Counselling Centres for the Physically Handicapped", which operate in each prefecture and in some of the larger cities, there is a team of ophthalmologist, psychologist, vocational counsellor and caseworker engaged in the physical, mental and vocational assessment and guidance of blind young persons and newly blinded adults. Besides, there is Tokyo Vocational Center for physically handicapped persons, operated by the Employment Promotion Projects Corporation at which medical doctors and counsellors are engaged in the measurement of working ability, in vocational consultation and vocational guidance for the blind and the severely handicapped. It is planned to establish centers of this kind at key areas in Japan year by year. The centers use psychotechnical tests, of which the following have been adapted for the blind: WAIS, WISC, Version Test, Multi-personality Inventory Scale, Block Design Test. Newly blinded receive counselling and social rehabilitation services at these multi-purpose centers, while ten special centers for the blind offer psychological services in addition.

A "Law for the Welfare of the Physically Handicapped" of 1950 gives National and Local Government responsibility for rehabilitation services for the handicapped including protective measures for their welfare.

3:

Under an old tradition extending over five hundred years in Japan, the majority of blind and visually handicapped persons can be self-supporting and economically independent by the occupations of massage, acupuncture and moxa-cautery (the latter techniques are used for anesthetics and treatment of diseases, by inserting needles in the patients' bodies, respectively burning small balls of dried herbs on the skin). According to an investigation made by the Medical Affairs Section of the Ministry of Health and Welfare, the total number of those blind and visually handicapped persons engaged in the occupations of massage, acupuncture and moxa-cautery was estimated at 66,822 (end of 1969), with the specification of 35,566 as masseurs, 16,444 as acupuncture practitioners, and 14,812 as moxa-cautery practitioners. These three practices duplicate each other to some extent. This fact may be regarded as a unique and peculiar pattern of occupations for the blind in the world.
Consequently, the vocational training programmes at all the 73 schools for the blind and

the 9 rehabilitation centers for the newly blinded, (five of which are founded and operated by the Ministry of Health and Welfare), are almost limited to these occupations, with a few exceptions.

To complete the course of massage at a school for the blind or rehabilitation center for the newly blinded, requires two years for those who have finished 9 years, compulsory school. Three more years are required to complete the course of acupuncture and moxa-cautery. Besides, there is a three years course of massage, acupuncture and moxa-cautery for those who have finished a senior high school.

Under these circumstances, however, every possible effort to develop new occupations for the blind is being made by some of the schools for the blind and by the rehabilitation centers for the newly blinded, one of which is the Nippon Lighthouse Adjustment and Industrial Vocational Training Center (AIVTC). This institution was established in 1966 with the sole purpose of widening job opportunities for blind people, and its role as pioneer is very significant.

4:

The specialized placement services are organized by the "Public Employment Security Office" (Ministry of Labour) and maintained by the State.

Blind persons who wish to be employed may register at these offices (500 throughout the country). The counsellors at the rehabilitation centers keep in touch with officers for the placement of young blind and newly blinded adults at the above-mentioned offices.

There are provisions in the "Physically Handicapped Persons' Employment Promotion Law" to decide a special employment rate for the blind, to order employers to prepare a programme for engagement of the disabled etc. in order to promote the employment and resettlement in work of physically handicapped workers.

Accordingly, the provincial Governor provides the employer with a training grant (on-the-job) of 7,100 yen (about $20) per trainee for every month and also gives each trainee a monthly allowance of 28,220 yen (about$91) for 6 months, or for a year in special cases.

Furthermore, in the employment promotion system of the physically handicapped the following measures are included:

a system of bounty to establishments which hire physically handicapped persons;

a system of surety for liabilities incurred by physically handicapped persons who start business on their own account;

a system of loans of funds to employers for the establishment of work facilities for physically handicapped persons.

There are no co-operative or home-working schemes in Japan, but about 50 workshops for the physically handicapped exist in accordance with the above-mentioned law. In one of these, the Nagoya Lighthouse, 25 blind persons are engaged in can-making, 10 in massage and 5 in simple factory work.

5:

The Law places an obligation on National and Local Governments to assume public relations activities directed to employers, the general public etc. concerning prevention of blindness, the welfare services and employability of blind persons and this is done in co-operation with the agencies serving the blind. Recent publications are:

1. "Creation of Able Members of the Community- How should the Rehabilitation Program for the Blind be?," by Mr. Hideyuki Iwahashi, Nippon Lighthouse, 1968. 1968.
2. "Occupations for the Blind in the Seventies- Possibility of Professional Jobs for the Blind," published by the Tokyo Helen Keller Association, March, 1971. It deals

with the possibility of developing Japanese Kana-typewriter typists, telephonists, piano-tuners, and computer programmers.

Research is undertaken by the Nippon Lighthouse concerning the training of computer personnel and with the aid of the Mitsubishi Foundation the organisation has set up a computer and data equipment within its premises.

The National Research Institute on Occupations, which is administered by the Employment Promotion Projects Corporation, has recently been engaged in research concerning equipment and appliances for blind industrial workers.

6:

Quotation of the legal definition of blindness: (a) "The visual acuity of each eye is less than O.1." (b) "The visual acuity of one eye is less than 0.02, and of the other less than 0.6" (c) "The visual field of the eyes is not greater than 10 degrees." (d) "More than half of the visual field of the eyes is defective."

The scope of visual handicap as defined above is grouped into 6 grades. The purpose of the definition is to make persons complying with it eligible for benefits according to the Law on the Welfare of the Physically Handicapped, such as pensions, tax exemptions, free travels and technical aids. For admission to schools for the visually handicapped another definition is used: (a) Total blindness (less than 0.02 visual acuity after correction with spectacles), (b) Quasi-blindness (0.02—0.04), (c) Partial sightedness (O.04—0.3). The physically handicapped. As of October 1,1970, there were 255,600 visually handicapped, of which 5,600 were under 18 years of age.

NEW ZEALAND

Informant: New Zealand Foundation for the Blind,
Private Bag, Newmarket,
Auckland 1.

1:

Blind children are admitted to normal primary and secondary schools for sighted children if their parents wish to enrol them in these schools. There are special classes for blind and partially sighted children attached to some primary schools. However, a large proportion of the blind and partially sighted children in New Zealand attend special residential and day schools. In 1971, 179 children of primary and secondary school age were catered for in special education facilities for visually handicapped pupils.
Higher education at colleges/universities is open to blind students; in addition they receive certain special facilities. In 1971, 9 students were enrolled at universities.

2:

Pre-vocational preparation for blind children is provided in the workshops of the special schools (manual training, industrial experience).
There is a training unit for blind adults providing mobility, communications training, industrial training for open employment and vocational assessment. There are in use several psychological tests (WISC, OTIS, BUST, WECHSLER, GINSBURG, WILLIAMS) adapted to the blind.
Every blind person has the right to receive the rehabilitation services of the Foundation for the Blind, to a degree decided by its Board of Trustees.

3:

See Appendix A.

4:

The Foundation for the Blind has organized and maintains the specialized placement services. The "Disabled Re-establishment League", a Government agency, provides assessment, work experience, training and sheltered workshop facilities which can be utilized by blind persons.
The Foundation for the Blind has established a number of workshops, only in part classified as sheltered, that give work to 90 blind persons engaged in furniture making, cane and wire work, mat and net-making, and industrial packing. The last item provides jobs for a number of blind home-workers.
The Foundation arranges follow-up for blind persons placed in employment.

5:

The general public and employers are informed about the blind through the mass media and visits by officers of the Foundation for the Blind.
The employment of blind persons in the radiography departments of major hospitals and in computer programming is the most recent field of research of the Foundation.

6:

Quotation of the legal definition of blindness: "Visual acuity down to 3/60 or less, or visual field reduced to 5^0 either side of fixation point".
This definition is used to assess a blind person's (over 16 years old) eligibility to receive a social security monetary benefit and to register with the Foundation for the Blind.
End of July, 1971, the number of blind persons was 4,112.

NORWAY

Informant: Norges Blindeforbund,
Bygdøy Allé 21,
Oslo 2.

1:

Blind children are admitted to normal schools, there are also special primary and secondary schools for the blind.
Higher education at colleges/universities is available to blind students. There is only one blind student at the university, studying Philology.

2:

Pre-vocational preparation facilities for blind children include interviews with vocational guidance officers. In addition blind children, like the sighted ones, during their last term at school practise job of their choice.
The secondary school for the blind in Oslo provides testing and vocational guidance for blind school-leavers.
Newly blinded persons receive vocational assessment and guidance.
Four general rehabilitation centres administer testing, adaptation and treatment for the handicapped, including the blind. In addition blind persons receive rehabilitation services (adaptation, training) at two sheltered workshops, aiming to qualify the blind for work in open industry.
The Law on Assistance for Rehabilitation of 22.1.1960, recognizes the right of the blind to rehabilitation services.

3:

See Appendix A.

4:

Specialized placement offices are organized by the State and have an Employment and Rehabilitation Counsellor, who works in close co-operation with the general employment service and the social services. A number of blind persons work in sheltered workshops for other categories of handicapped. There are also three sheltered workshops for the blind; in two the aim is to qualify the blind for industrial employment in the open market, the third provides permanent employment for 58 blind persons unable to work in the open market; the trades followed are weaving, knitting and handicrafts.
The "Home-working Centre" of the Organisation of the Blind supplies blind home-workers with materials and organizes the sale of the products. In 1971 there were about 150 persons engaged in upholstery, weaving, knitting and souvenir-making. The work induction arrangements are the responsibility of the rehabilitation consultants, mentioned above, the Vocational School for the Blind and the teachers of a secondary school for the blind.

5:

The general public and employers are informed about the blind through the information service of the Organisation of the Blind. Recent publications include:
"Blind 69," published in 1969, and "Light in Darkness," also published in 1969.

6:

Legally, blindness is defined as "6/60 i.e. what other persons see at 60 yards the visually handicapped sees at 6 yards". Another definition is of a person blind for all practical purposes, one who in spite of optical aids is unable to read black print. Persons who fall within these definitions are eligible for receiving special services and aid, including different forms of economic assistance. The number of blind persons is estimated at 6,000.

POLAND

Informant: Polish Association of the Blind,
ul. Konwiktorska 9,
Warsaw.

1:

Blind children are admitted to normal schools at all levels. In addition there are 8 special primary and 3 technical schools for blind/partially sighted children. Blind students may study at colleges/universities. In 1971 there were 64 students attending courses in Law, Philology, Foreign Languages, Sociology, Psychology, Mathematics, Physics, Pedagogy, History, Ethnography, Economics, Music.

2:

Pre-vocational preparation for blind children is given in special technical schools (workshops).
Vocational guidance for blind adults is administered by two rehabilitation centres, local branches of the Association of the Blind, and units of the Association of the Invalids' Co-operative Workshops. No general psychological tests are used, but some tests adapted to the blind.
Rehabilitation services provide vocational training, orientation and mobility courses, Braille and typing etc.
The Law of 23.1.1968 and two governmental decrees secure the right of blind persons to receive rehabilitation services.

3:

See Appendix A.

4:

Placement services are organized by the Association of the Blind. They function separately from other placement services and are maintained by the State and the Association of Co-operative Workshops for the Blind.
A number of blind persons are working in co-operative workshops for other invalids, and 216 blind work in the open industry. Trades followed: weaving, knitting, upholstery, metal-grinding-polishing and pressing, paper products-making.
There are 26 co-operative workshops for the blind, most of them sheltered, with a total of 7,696 workers, engaged in all the above mentioned trades plus brush-making.
The co-operative workshops supply the materials for blind home-workers, who have the same rights and privileges as their colleagues in the co-operative workshops, and are engaged in the same trades.
Existing induction arrangements include guarantees of employment for blind trainees and other facilities for the newly blind resettled in work.

5:

The general public is kept informed about the blind through the mass media and direct contacts are made with employers.
The Research Centre of the Association of Invalids' Co-operative Workshops is working at present on two projects:

a. Professional emplyment for the blind.
b. Methods of training and rehabilitation of the blind.

6:

There are two groups of blind persons, and two definitions. The definition for the first group is the same as in many other countries. The second group includes all those whose visual acuity "ranges between 0.06—0.08". Persons falling into these two groups are admitted to the Association of the Blind and enjoy various social benefits.
The number of registered blind is 23,015, but there are several thousands more, especially aged persons.

RUSSIAN SOVIET FEDERATED SOCIALIST REPUBLIC (RSFSR)

Informant: All-Russia Society for the Blind,
Novaja Plochad 14,
Moscow.

1:

Blind and partially sighted children attend special boarding schools (primary/secondary). There are 73 special schools in the R.S.F.S.R. Only a fraction of the partially sighted children attend normal schools. In addition there are 10 special schools for blind/partially sighted adults with more than 5,000 attending.
Blind students follow ordinary courses in colleges/universities, and in 1971 there were enrolled 612 studying Mathematics, Physics, Mechanics, Industrial/Political Economy, Law, Literature, Foreign Languages, Psychology, Pedagogy, History, Philosophy and Music.

2:

Pre-vocational preparation for blind children is provided by the special schools. After 11 years of schooling, the children enter one of the training/production centres of the All-Russia Society for the Blind, for special courses in a number of jobs, at the end they receive a certificate and can start working.
Blind young people and blinded adults may attend instruction, orientation and mobility courses at two rehabilitation centres. Duration of courses from 3 to 6 months, depending on the abilities and the educational level of the individual. On leaving, the blind is usually placed at a training/production centre or state factory. There are also a masseur school and a music-school for the blind. A number of laws recognize the right of handicapped persons, including the blind, to receive rehabilitation services.

3:

See Appendix A.

4:

Specialized placement services are organized chiefly by the All-Russia Society, which maintains local branches in all regions of R.S.F.S.R. and has as one of its main objectives the employment of the blind.
The Society has 247 training/production centres with 54,000 blind persons working as wire drawers, spinners, loom threaders knitters, metal-press operators, electrical fitters, plastics moulding-machine operators and assemblers, packers, brush makers.
A number of blind homeworkers are engaged in knitting nets and binding tips on shoelaces. There are special arrangements for on-the-job training and follow-up.

5:

The All-Russia Society is keeping the general public informed, by publishing brochures and albums about the work and activities of its institutes and enterprises, giving articles to the press, shooting films, making broadcasts over the radio/TV and organizing exhibitions of products made at its training/production centres by blind workers.
The Functional Vision Research Laboratory in Leningrad has as its main objective the study of medical recommendations and counter-indications for the employment of the blind.
In 1969/70 the book "To live and work", by B. Zimin was published.

6:

Quotation of the legal definition of blindness: "Practically blind are persons with visual acuity in the better eye of 0.08 with correction, or persons who have a strong narrowing of the field of vision in both eyes i.e. up to 10 degrees". Persons who fall within this definition are eligible for various benefits (pension, aids, favourable working conditions).
The number of blind persons is 179,300.

This statement does not refer to the entire Soviet Union (USSR), but to the Russian Soviet Federated Republic (130,7 million inhabitants).

SPAIN

Informant: Organización Nacional de Ciegos,
Calle de José Ortega y Gasset 18,
Madrid 6.

1:

Few blind children go to normal schools; the majority of them are educated at special primary/ secondary (residential) schools for the blind, run by the National Organisation of the Blind (ONCE) and offering education and lodgings. About 60 blind adults, beneficiaries of ONCE's scholarships, attend normal secondary schools. Higher education is open to blind students, and in 1971, 84 students were enrolled following courses in Economic and Commercial Sciences and Languages.

2:

For pre-vocational preparation all the schools of the organisation have joinery and electrical workshops in order to give the pupils extensive manual dexterity and to select those who have an inclination and aptitude for industrial work. Instruction is also given in drawing, modelling, typing, and all kinds of textile work.
In the Madrid High School there is a poultry farm, where students from rural sectors may learn to run poultry farms, using the battery system.
The National Residential Rehabilitation Centre for blind adults administers vocational guidance; its capacity is 20 male and 12 female blind.
Blind pupils at the special schools are tested periodically for intelligence, aptitude and personality. Also before admittance to the specialized training centre students are taking tests (THURSTONE P.M.A., OTIS superior, PINILLOS personality questionaire). These tests are adapted to the blind.
Rehabilitation services are arranged by the 33 principal "delegations" of ONCE for the recently blinded.

3:

See Appendix A.

4:

Specialized placement services are organized and maintained by the schools for blind physiotherapists, telephonists and the Industrial Training Centre. All these establishments belong to ONCE.
ONCE reserves almost all the executive, adiministrative, auxiliary, and teaching jobs within the Organisation for its members. Also the sale of lottery tickets for the benefit of the blind is undertaken by blind persons (12,042 persons engaged). There are no co-operatives/ workshops for blind persons. Only two sheltered workshops exist, maintained by ONCE, with 20 and 10 female blind workers, respectively. The Handicraft Shop in Madrid commissions homework for some blind women, especially trained for this purpose.

ONCE keeps in constant touch with the newly trained blind and its technical instructors visit periodically those in employment, to find out if they need any assistance in view of changes in their work.

5:

ONCE maintains in its main delegations an information service for the benefit of the blind and for people who are interested in social welfare. Occasionally, it makes use of the mass media to inform the general public about the activities of the Organisation. It has also published a pamphlet and a monthly magazine ("SIRIO").
ONCE employs experienced advisers to investigate employment possibilities and suitable professions for the blind outside the structure of the Organisation.

6:

There is no legal definition of blindness, but the National Institution for Social Security classifies as blind "persons whose sight is less than 1/10 of the normal". Membership of the National Organisation of the Blind (ONCE) is given to persons "whose sight is below 1/20 in the Wecker Scale". Membership is not extended to partially sighted persons, but whenever possible ONCE trains the "border-line" partially sighted in its vocational schools.
According to the census of 31.12.1970 the number of blind persons, registered members of ONCE, was 27,872, of whom 62 percent were over 50 years of age.

SWEDEN

Informant: De Blindas Förening,
Gotlandsgatan 46,
116 65 Stockholm.

1:

There are about 140 pupils in special comprehensive schools for the blind (10 years) and 120 in integrated secondary education.

In 1971, 80 blind students attended university faculties, mainly in the Social Sciences and Arts.

2:

In the school system, provision is made for vocational guidance and for a practice period, so-called pre-vocational orientation.

Newly-blinded attend 42-weeks rehabilitation courses (6 with about 150 participants yearly) which offer general personal adjustment to blindness. Psychological tests have been adapted to the blind. This programme is part of the general vocational rehabilitation services delivered by the educational and labour market authorities and not founded on particular laws on the visually handicapped.

3:

See Appendix A.

4:

No legal reservation of certain occupations for the visually handicapped exists and the placement services are those provided by the Government for all disabled persons within the normal employment service system. However, the State enables the Association of the Blind to maintain regional counsellors for the case-finding and job induction as well as a home-work centre serving some 500 people engaged in traditional blind-crafts.

A special form of employment aid, mainly devised for the seriously visually impaired, is to grant the employer a subsidy towards the wages of a fellow-worker or supervisor assisting the blind worker.

Sheltered employment of the visually handicapped per December 31, 1971, included 450 persons.

5:

An extensive information programme is launched by the Association of the Blind and the National Labour Market Board. Regular radio features and tape recordings are part of these programmes.

Among recent publications:

"The care of the blind," Public Report, 1968. (Not translated).

"Being visually handicapped," by Lena Hagman. Bonniers, 1972. (Not translated).

"Modern Swedish Blind Welfare," DBF 1972.

6:

Legally blind, and entitled to a pension, are persons 16—67 of age with a visual acuity of less than 3/60, who are unable of finding their way in unfamiliar surroundings.

For practical reasons there is a division in three categories according to visual acuity:

a. visually impaired 0.3—0.1
b. seriously visually impaired 0.1—2/50
c. blind 2/50—0.00

Categories b and c number about 15.000 (all ages).

SWITZERLAND

Informant: Schweizerischer Blindenverband. Neubrückstrasse 118,
3012 Bern.

1:

Blind children attend special primary and secondary schools.
Normal facilities for higher education are open to students with visual handicaps, and in 1972 15 students were enrolled in Mathematics, Law, Pedagogics and Psychology courses.

2:

Under the Federal Disability Insurance Office there are a number of vocational guidance officers, a few of these are specialists for the blind. In addition special schools and workshops for blind people provide courses for shorthand-typists and telephonists respectively training for industrial workers.
A number of vocational centres give advice and guidance to blind young people and newly blinded adults. These centres apply general psychological tests, adapted to the blind/partially sighted. The tests used include Hawie (verbal), Hawik and Amthauer (the last for partially sighted). Rehabilitation services (only within specialized services) provide vocational training, orientation/mobility, Braille and typing courses.

3:

See Appendix A.

4:

The Federal Disability Insurance is responsible for the orientation courses, as well as for the special placement services.
No legal reservation of occupations for the blind is provided. A majority of the gainfully employed blind workers are to be found in the metallurgical industry and in cardboard work.
About 200 visually handicapped persons are working in 10 sheltered workshops, mainly with traditional blind-crafts, but also metal work. Very few are engaged in home-work as it is a great problem to provide such tasks.

5:

The general public and employers are kept informed about the blind through the mass media and the regular publication of the official organ of the Swiss Federation of the Blind "DER WEG".
Recent publication: "60 Jahre Schweizerischer Blindenverband 1911—1971".
No ongoing research activities.

6:

There is no legal definition of blindness, but the following definition set up by Professors Dr:s H.Goldman and F.Rintelen is usually applied:

1. As **totally blind** we recognize persons who cannot distinguish between light and dark.
2. **Blind in practice** are those who are sensible to light, but need assistance to find their way in unknown surroundings. Ability of the better eye lies between correct projection and fingercount in 1 meter's distance.
3. **Socially blind** are those who are able to find their way independently, i.e. with about normal field of vision on the better eye have a visual acuity between finger-count in 1 meter's distance and visus 0.1. Visus on the better eye 6/60 to 1/60 or high-grade narrowing of field of vision. No work requiring optic control comes into consideration.

The estimated number of blind persons is between 8,000 and 9,000, a great number of them elderly people.

TUNISIA

Informant: Union Nationale des Aveugles de Tunisie,
21, Boulevard Bab Benat,
Tunis.

1:

Blind children are admitted to normal schools at all levels. In addition there are special primary and secondary schools (duration 9 years) for the blind.
Higher education at colleges/universities is available to blind students. In 1971, 35 students were enrolled, most of them studying Physiotherapy, but also Physics, Mathematics, Law, Economics, Political Sciences, Languages, Literature.

2:

Pre-vocational preparation for blind children is provided in the workshops of the special schools.
There are two centres for the newly blinded. A medico-social centre run by the National Union of the Blind, providing vocational assessment and guidance, and a rehabilitation centre recently established with the assistance of the U.S. Ministry of Health. The Psycho-technical Centre of the "Office de la Formation Professionelle et de l' Emploi" uses psychological tests (Intelligence, Dexterity) adapted to the blind.
The right of the blind to receive rehabilitation services is recognized by the Law 68—5 of 8.3.1968 and the Governmental decision of 4.1.1. 1969.

3:

See Appendix A

4:

The occupation of telephonist is by law reserved for blind persons.
The specialized placement services are organized by the State, with the help of the Union of the Blind, and maintained by the State (Office de la Formation Professionelle et de l'Emploi which is a department of the Ministry of Social Affairs) and the Union of the Blind. The specialized services are integrated with the ordinary placement services. A handicraft co-operative of the blind employs 450 blind workers, engaged in brush- and basket-making.
A number of sheltered workshops provide work for 240 blind persons. Main trades weaving, labelling and filling bottles. Another 150 blind are working on sheltered farms. Blind persons working at home on their own are engaged in knitting, weaving, basket- and brush-making. There is a follow-up service.

5:

The general public and employers are informed about the potentialities of the blind through weekly broadcasts and documentaries.
A sub-committee has been set up recently, with the task of conducting a survey about the possibilities of employment of blind persons in the open market.

6:

Quotation of the legal definition of blindness: "A person is considered blind when his visual acuity is less than 1/20 of the normal, or when he cannot distinguish fingers at one and a half metre's distance, or with a visual acuity at least 3/10 his visual field is less or equal to an angle of 10 degrees from the central point".
According the above definition, the number of blind persons in Tunisia is 17,000.

UNITED KINGDOM

Informant: Department of Employment,
Overseas Branch,
Ebury Bridge House,
London.

In the United Kingdom the general arrangements for the training and employment of blind persons follow a broadly common pattern, but there are certain differences in practice which are mentioned in the notes below covering Great Britain (i.e. England, Scotland and Wales) and Northern Ireland.

1:

In England and Wales a small number of blind children attend normal schools at all levels, but the majority of blind and partially sighted children attend special primary and secondary schools. A few attend nursery schools from the age of 2, the majority start at 5 and stay until they are at least 16. Blind students are admitted to colleges/universities and can take same courses as their sighted colleagues. These students receive supporting services from the Royal National Institute for the Blind to enable them to cope with their courses. Each year about 100 visually handicapped students are enrolled in colleges/universities and another 150 students are taking full-time courses in establishment for blind students. The majority are taking commercial courses.
In Scotland there are no blind children attending normal schools, and all attend special schools.

2:

There is a panel of experts that considers each individual for two years before the blind pupil leaves school and prepares him/her, through talks and visits to places of further education or employment, to bridge the gap between school and the outside world, irrespective of the pupil's vocational aspirations.
There exist two rehabilitation centres for vocational assessment and guidance, with 88 students in January 1970. The period of attendance varies, but usually it is from 2 to 6 terms; on leaving, the blind students are recommended either for employment or for further education or training. The centres are using psychological tests, adapted to the blind (WILLIAMS and WISC).
Rehabilitation services for the blind are provided, within existing services for other handicapped (industrial rehabilitation) and within specialized services (social rehabilitation).
The Disabled Persons (Employment) Acts of 1944 and 1958, recognize the right of the blind to receive rehabilitation services.

3:

See Appendix A

4:

The Department of Employment is responsible for organizing the specialized placement services, but supplementary services are provided by the Royal National Institute for the Blind and St. Dunstan's.
The State (Department of Employment) has responsibility for the maintenance of the placement services and the employment of their specially trained staff.
Over 66% of blind people in employment work under normal conditions.
A small number of blind persons are employed in workshops for the sighted disabled, engaged mainly in semi-skilled work.
There exist 59 sheltered workshops for the blind with approx 3,000 workers. Trades followed include basket-making, brush-making, mat-making, knitting, engineering, plastics injection moulding, bedding, furniture, wire work, machine and hand packing, toiletries (soap, etc.), detergents, plastic goods and contract work to various factories. Some 750 blind persons are employed in homeworking schemes (mats, baskets, knitting, piano tuning, poultry and pig-keeping, shopkeeping).
In each of the placement services work induction is provided by trained technical officers or instructional staff.

5:

The general public and employers are informed about the visually handicapped, through printed publicity material and films, visits by placement service staff and senior officers of the Department of Employment, and talks to various organisations.
Sponsored by the Government, the Production Engineering Research Association has been studying the needs and abilities of blind persons operating industrial machines and processes, to identify machine tools and processes which may be adapted for blind people, with particular emphasis on new forms of conventional machines and processes.

6: Definition

Quotation of the legal definition of blindness: "A person so blind as to be unable to perform any work for which eyesight is essential".
This definition entitles the blind person to register with the local authority under section 29, of the National Assistance Act of 1948, for the purpose of receiving local authority social services, and to ensure that the proper medical treatment is afforded. At 31.12. 1970 the number of blind persons was 113,182.

Northern Ireland

In Northern Ireland the situation as far as blind persons is concerned is similar to that extant in Great Britain and therefore the information set out above is in broad terms applicable to Northern Ireland.
The main difference is that in Northern Ireland legislative provision for services to blind persons is provided by the Disabled Persons (Employment) Act (Northern Ireland) 1945 and 1960 and the government department which has the responsibility for these Acts is the Ministry of Health and Social Services.
On 31.12.71 there were 2,425 persons registered as blind in Northern Ireland.

1:

Under the regulations of the Ministry of Health and Social Services all blind pupils must be educated at a special school unless the Ministry approves otherwise. At 1.1.70 there

were 24 pupils in a special school for the blind. As far as is known no blind persons have recently been admitted to courses of higher education in Northern Ireland but as a general rule blind persons are not excluded from institutions of further education while no special facilities are specifically provided.

2:

Arrangements in Northern Ireland for pre-vocational facilities for blind children attending special schools are generally similar to those existing in Great Britain. With regard to special vocational assessment and guidance centres however on account of the very small numbers involved in Northern Ireland there are no special centres but use is made of centres in Great Britain.

The Northern Ireland Youth Employment Service Board provides specifically for advice to handicapped pupils including those who are blind or partially sighted.

3:

Specialized placement services are provided for blind persons by the Ministry of Health and Social Services. There are no co-operative schemes/workshops for the normal population or other categories of disabled persons to which blind persons have admittance. There is however one workshop for the blind in Northern Ireland, employing approximately 78 workers in the making of baskets, brushes, bedding, upholstery and wire work.

THE UNITED STATES OF AMERICA

Informant: American Foundation for the Blind,
15 West 16th Street, New York,
N.Y. 10011.

1:

Blind children can attend normal schools at all levels. In addition there are special primary and secondary schools for the visually handicapped. The student population numbers approximately 35,000.
Blind students are admitted to colleges/universities and the courses available are practically unlimited. The Higher Education Act Amendment of 1968 makes special provisions to enable physically handicapped students to attend colleges/universities.
In the case of blind students, services include attendant care, Braille materials, taped textbooks and possibly, a special remedial curriculum. The number of students enrolled in 1971 was about 2,000.

2:

Pre-vocational preparation for visually handicapped children is provided in the normal schools by vocational guidance counsellors, and in the special schools in the workshops. There are 28 rehabilitation centres, all of whom provide work evaluation and work adjustment for vocational readiness. The centres utilize 11 different psychological tests, adapted to the visually handicaped (some in Braille, some recorded, some verbal only).

Each state has its own rehabilitation programme for blind persons, and there are various volunteer groups offering rehabilitation services.
The law (PL 88—333) recognizes the right of blind persons to receive rehabilitation services.

3:

The vocational training and employment opportunities for the visually handicapped are practically unlimited, i.e. only a few occupations where perfect eyesight is essential are excluded and a statistical attachment to this report was not feasible.

4:

Specialized placement services are organized and maintained by each state and many voluntary groups. In some states specialized services are integrated with the ordinary placement services.
There are about 140—150 sheltered workshops for the blind. The trades vary from broom-making to subcontracted electronics assembly.
Only the state of New Hampshire provides homeworking facilities and training for blind workers. Trades followed: electronics assembly and tying of ribbons for bows used in floral displays.
The work induction arrangements include on-the-job training and follow-ups.

5:

The general public, employers, etc. get information about the potentialities of the visually handicapped through the mass media and the local labour unions' committees.
Recent publications: "The Blindness System," published by OSTI Inc; Cambridge, Mass., USA.

6:

There is no legal definition of blindness, but an administrative or economic definition cited by the law, as follows: "Blindness is generally defined in the United States as visual acuity for distant vision of 20/200 or less in the better eye, with best correction; or visual acuity of more than 20/200 if there is a field defect in which the widest diameter of field of vision subtends an angle no greater than 20 degrees". Some states include up to 30 degrees. The estimated number of blind persons is 400,000—1,500,000.

YUGOSLAVIA

Informant: Union of the Blind,
Post box: 807
Ustanicka 25—II,
Belgrade.

1:

Blind children may attend normal schools at the primary/secondary level. In addition there are special primary and secondary schools for the blind.
Blind students follow ordinary courses in colleges/universities in Law, History, Philosophy, Pedagogy, Psychology, Sociology, Literature and Music.

2:

Pre-vocational preparation for blind children is provided by the special schools, at the end of their elementary education.
Vocational guidance for blind young people and blinded adults is provided by centres for "professional enablement/guidance".
Various psychological tests (WISC, WECHSLER, etc.) are used, adapted especially to the blind.
Rehabilitation services for the blind are provided within the framework of the existing social services for other disabled persons.
In several laws on the welfare of the blind there are legal provisions recognizing the right to rehabilitation services.

3:

See Appendix A

4:

A special law gives priority of employment for blind persons in the occupations of switch-board operator and physiotherapist.
Specialized placement services are organized and maintained by the Union of the Blind.
About 390 blind persons are working in co-operatives for the normal population and other categories of disabled people, engaged in metal production, textiles, plastic materials, basket, broom, brush-making.
A number of blind persons are engaged in the production of paper and cardboard items in co-operatives of the blind. These workshops do not pay income taxes.
Work induction and follow-up arrangements for newly employed blind people include the payment of additional fees for their work, and contribution in the purchase of equipments and tools.

5:

To inform about the blind the Union of the Blind issues publications and contacts directly employers, etc.
At the occasion of the 25th anniversary of the Union of the Blind of Slovenia, a book was published recently, "Svetlost podriva tamu" (Light is breaking the dark).

6:

Quotation of the legal definition of blindness: "As blind are considered persons whose sight on the better eye, with correction, is lower than 0,10 and persons who have a power of sight of 20 degrees or less".
The number of blind persons is estimated at 21,000.

PART III Statistical supplement

Blind and partially sighted pupils at normal (N.) and special (S.) schools and classes.

COUNTRY	Primary schools	Secondary schools
1. Argentina	No admittance	—
	384 S.	114 S.
2. Belgium	—	20 N.
	—	—
3. Brazil	1,129 N.	270 N. (figures do not include the State of São Paulo)
	—	—
4. Bulgaria	231 N.	50 N.
	40 S.	38 S.
5. Canada	estimated 1,200 N.	(both at primary and secondary schools)
	estimated 600 S.	(both at primary and secondary schools)
6. Czechoslovakia		No admittance to normal schools
	849 S.	352 S.
7. Denmark	50 N.	(both at primary and secondary schools)
	324 S.	(both at primary and secondary schools)
8. Finland	50 N.	64 N.
	140 S.	110 S. (vocational)
9. France	No admittance	—
	2,278 S.	1,284 S.
10. German Democratic Republic	No admittance	—
	209 S.	10 S.
11. Federal Republic of Germany	about 775 N.	(both at primary and secondary schools) about 125 at the special institution for the blind
	—	
12. Greece	5 N.	100 N.
	150 S.	—
13. Hungary	235 N.	60 N.
	324 S.	10 S.
14. India	500 N.	(both at primary and secondary schools) between 6,000 and 6,500 at special residential schools (both primary and secondary)
15. Ireland	No admittance	10 N.
	151 S.	—
16. Israel	340 N.	40 N.
	114 S.	43 S.
17. Italy	—	—
	1,134 S.	—
18. Japan		No admittance to normal schools
	2,753 S.	2,478 S.
19. New Zealand	No admittance	—
	200 S.	(both at primary and secondary schools)
20. Norway	3 N.	15 N.
	—	—
21. Poland	523 N.	201 N.
	998 S.	205 S. (vocational)
22. Spain	—	—
		61 S.
23. Sweden	—	28 N.
	138 S.	(both at primary and secondary schools)

COUNTRY	Primary schools	Secondary schools
24. Switzerland		No admittance to normal schools
	15 S.	(both at primary and secondary schools)
25. Tunisia	350 N.	230 N.
	—	—
26. Arab Republic of Egypt		700 both at normal and special schools (primary and secondary)
27. United Kingdom	—	—
	3,444 S.	(both at primary and secondary schools)
28. United States	35,000 N.	(both at primary and secondary schools)
	24,575 S.	(both at primary and secondary schools)
29. Russian Soviet Federal Socialist Republic		No admittance to normal schools
	11,025 S.	(both at primary and secondary schools)
30. Yugoslavia	1,300	both at normal and special schools (primary and secondary)

Table 3. Summary of reports from participating countries: number of visually handicapped in occupational training and in employment.

Code letters of particip-ating countr-ies	Trainees			Actually working			Total number of blind or partially sighted
	Blind	Partially sighted	Blind or partially sighted	Blind	Partially sighted	Blind or partially sighted	
B			307			634	941
CH	22	37	12	322	127	203	723
CS	249	107		1,198	552		2.106
D	838			9.250			10.088
DDR	166	47		4.641	30		4.884
DK	48			147		35	230
E	129	12		12,878	9		13.028
EIR	5			165			170
F	790	374		1,610	665		3.439
GB	166			10,503			10.669
H				1,420			1.420
IND	1,101	535		1,557	1,374		4.567
N	11	28				570	609
NIP						66,900	66.900
NZ	1	1	5	92	139	252	490
PL			60			9,586	9.646
RSFSR	44	55		34,955	28,840	3,640	67.534
S	18	26	26	30	20	597	717
SF	66	38		1,245	369	234	1.952
TN	115	51		762	172		1.100
YU	562			2,905			3.467
	4,331	1.311	410	83.550	32.297	82.781	204.680

Table of contents: Occupational and educational requirements and statistics with reference to the 1968 revised edition of the ILO's International Standard Classification of Occupations (ISCO).

Major Group 0/1	Professional, Technical and Related Workers.	p.	1— 6.
,, ,, 2	Administrative and Managerial Workers.	p.	6.
,, ,, 3	Clerical and Related Workers.	p.	6— 8.
,, ,, 4	Sales Workers.	p.	8.
,, ,, 5	Service Workers.	p.	8— 9.
,, ,, 6	Agricultural, Animal Husbandry and Forestry Workers, Fishermen and Hunters.	p.	9—10.
,, ,, 7/8/9	Production and Related Workers, Transport Equipment Operators and Labourers (Workers in this major group are engaged in or directly associated with the extraction of minerals, petroleum and natural gas from the earth and their treatment; manufacturing processes; the construction, maintenance and repair of various types of roads, structures, machines and other products. Also included are those who handle materials, operate transport and other equipment and perform labouring tasks requiring primarily physical effort).	p.	10—16.
,, ,, X	Workers not classifiable by Occupation (or not classified by informants).	p.	16.

Explanation of Codes for Participating Countries

B	Belgium	N	Norway
CS	Czechoslovakia	PL	Poland
DK	Denmark	RSFSR	Russian Soviet Federated Socialist Republic
F	France	SF	Finland
DDR	German Democratic Republic	E	Spain
D	German Federal Republic	S	Sweden
H	Hungary	CH	Switzerland
IND	India	TN	Tunisia
EIR	Ireland	GB	United Kingdom
NIP	Japan	YU	Yugoslavia
NZ	New Zealand		

6. Definition

6:1 Is there any legal definition of blindness in your country? If so, please quote it and explain what purpose it serves.

6:2 Has this definition been used as a basis for the completion of this questionnaire?

6:3 What is the estimated number of blind persons in your country?

Questionnaire supplement on the education, training, requirements and numbers of visually handicapped persons
Explanatory notes and key for completion of table

Column A. Occupation

Insert code numbers as indicated in the International Standard Classification of Occupations (ISCO), published by the International Labour Office, Geneva, 1969, a copy of which is enclosed for your convenience.
It is desirable that you identify and include as many as possible of the different jobs and professions, in which visually handicapped persons are trained and employed in your country (If in respect of any occupation you have any difficulty in allocating an occupational code number, the title of the occupation itself should be inserted in Column "A").

The following examples (Physiotherapist respectively Inspector, engineering industry) illustrate how the table should be completed with the aid of ISCO and your knowledge of the requirements of a certain occupation.

A	B	C	D	E	F	G		H	
ISCO Code No.						a	b	a	b
0—76.20	2	1,3	1,4,5,9	2,4	3,4,5,9	4	0	5	2
2—49.85	1	3	5	3	5	5	4	4	6

Column B. Basic education required for admission to occupational training

Primary school	1
Secondary/high school	2
Further education/academ.	3
Other	9

Column C. Type of occupational training for the blind

Integrated vocational school	1
Integrated but equipped with special provisions for visually handicapped	2
Special school or course for visually handicapped	3
"On the job training"	4
Correspondence course for visually handicapped	5
Other	9

Occupation as defined by the ISCO	Country code	Basic education required				Type of vocational training						Service required during training						Service required during occupation					Occupational openings dependent on							Number of trainees			Number of actually working			Total of blind/partially sighted being trained or working	Notes
		Primary school	Secondary/high school	Further education/academic	Other	Integrated	Integrated special provisions	Special school	On the job training	Correspondence course	Other	Braille/tape instructions	Reading assistance	Special teacher	Technical aids	Special technical aids	Other service	Secretarial	Handbooks, etc	Technical aids	Special adjustments	Other	Certain sight	Proficiency in Braille	Basic Braille knowledge	Typing skill (ink print)	Good mobility	Aptitude test	Other	Blind	Partially sighted	Blind or partially sighted	Blind	Partially sighted	Blind or partially sighted		The sign = below indicates that same number of workers and same requirements apply to another occupational title.

Civil Engineer	B			1		1					1	1		1	1		1	1	1	1	1	1		1		1	1						1	1	
"	S		1			1					1	1		1	1		1	1	1	1			1	1					1				3	4	
" Technician	GB			1		1					1	1		1			1	1	1			1		1	1			15			160			175	
Electron. Engineer Technician	NZ		1						1		1				1			1	1							1	1					1		1	
Mechanical Engineer Technician	NZ		1	1		1			1		1	1		1				1	1	1					1	1			1		1			2	
Chemical Engineer Technician (General)	PL		1		1																												5	5	
Other Engineering Technicians	S		1			1					1	1		1	1		1	1		1			1	1						2			10	12	
General Physician	NZ																															2		2	
"	YU			1		1					1	1		1		1	1	1	1		1	1					1				1			1	
"	S			1						1						1	1		1	1			1	1								1		1	
Medical Assistant	YU			1			1				1	1		1		1		1	1				1		1		1				2			2	
Professional Nurse	CS	1			1		1				1	1	1	1				1				1				1					4			4	
"	NZ		1						1		1	1		1			1					1				1	1					1		1	
"	SF	1																															26	26	
Physiotherapist	B			1		1					1	1		1	1		1	1	1	1		1		1	1	1				10			30	40	
"	TN			1				1			1			1				1		1			1	1	1			16	4		10	4		34	
"	IND			1	1			1	1		1	1	1	1	1			1		1			1		1		1	6			30	30		66	
"	E			1				1			1		1	1	1	1		1	1		1				1	1	1	21			18			39	
"	EIR			1	1			1			1	1	1					1							1	1		1			1			2	
"	YU			1			1					1		1		1		1	1				1		1		1	41			96			137	
"	GB			1		1		1			1	1		1	1		1	1		1		1		1		1	1	30			260			290	
"	N			1			1				1	1	1	1				1	1	1					1			3	2				51	56	
"	F			1				1			1	1						1		1	1		1	1	1			120	60		600	200		980	
"	DK				1	1					1	1		1									1		1			2						2	
"	NZ			1	1			1			1			1	1	1	1	1			1				1	1	1				8	4		12	
"	S			1			1				1	1	1		1		1	1	1	1			1	1					6		5	3		14	
"	SF			1		1			1		1	1		1				1	1	1	1			1	1	1					2			2	
"	CH			1		1	1				1			1				1					1	1	1	1					18	7		25	
Occupational Therapist	DK			1		1					1	1		1									1		1						1			1	
Masseur	NZ							1	1				1														1					1		1	
"	CS	1	1		1		1	1	1		1			1	1			1	1			1			1		1	12	4		76	14		106	
"	PL		1					1			1			1	1			1	1						1		1			60			412	472	
"	D	1	1					1	1				1					1					1		1						613			613	
"	DDR	1						1				1	1	1	1	1		1	1	1	1	1			1			10	14		420			444	
"	YU		1			1						1		1		1		1	1					1		1	1	18			26			44	
"	H																																54	54	
"	SF	1						1	1		1	1	1	1	1			1	1	1			1	1		1		10	8		150	150	60	378	
"	RSFSR	1						1			1		1	1	1	1		1	1	1	1							44	55				477	576	
"	NIP		1	1																													35.566	35.566	
Folkmedicine	NIP																																31.256	31.256	See summary on Japan

Occupation as defined by the ISCO	Country code	Basic education required				Type of vocational training						Service required during training						Service required during occupation					Occupational openings dependent on							Number of trainees			Number of actually working			Total of blind/partially sighted being trained or working	Notes
		Primary school	Secondary/high school	Further education/academic	Other	Integrated	Integrated special provisions	Special school	On the job training	Correspondence course	Other	Braille/tape instructions	Reading assistance	Special teacher	Technical aids	Special technical aids	Other service	Secretarial	Handbooks, etc	Technical aids	Special adjustments	Other	Certain sight	Proficiency in Braille	Basic Braille knowledge	Typing skill (ink print)	Good mobility	Aptitude test	Other	Blind	Partially sighted	Blind or partially sighted	Blind	Partially sighted	Blind or partially sighted		The sign = below indicates that same number of workers and same requirements apply to another occupational title.

Medical X- Ray Technician	S	1	1	1 1 1 1	1							37	37	
Other Medical Workers	S	1	1	1 1 1	1 1 1 1	1 1 1			2				2	
"	NZ	1 1	1	1 1	1 1	1				2			2	
Statistician	DDR	1	1	1	1						2		2	
Mathematician and Actuary	RSFSR	1	1	1 1 1 1 1	1 1 1 1 1	1						235	235	
Computer Programmer	B	1	1	1 1 1 1	1 1 1	1 1 1 1 1			1			2	3	
"	RSFSR	1 1	1	1 1 1 1	1 1 1 1 1	1						120	120	
"	S	1	1	1 1 1 1 1	1 1 1 1	1 1 1	4	1					5	
"	NZ	1 1	1	1 1 1	1 1	1 1	1			1			2	
"	DK	1	1	1 1 1	1	1 1 1	3			5			8	
"	DDR	1	1	1 1 1 1 1 1	1 1 1 1	1 1 1	7	3		21	6		37	
"	PL	1		1								12	12	
"	SF	1	1	1 1 1 1 1 1	1 1 1	1 1 1 1 1	4	5		3	10		22	
"	NIP									1			1	
Economist	DDR	1 1	1	1 1 1 1	1 1 1	1 1 1				6			6	
"	B	1	1	1 1 1 1	1 1 1 1	1 1 1 1 1							2	
Accountant	NZ	1	1 1	1 1 1	1 1	1 1					1		1	
"	B	1	1	1 1 1 1	1 1 1 1	1 1 1 1 1						1	1	
Jurist	S	1	1	1 1 1 1	1 1 1 1	1 1	2	1			3		6	
"	RSFSR	1	1	1 1 1 1 1	1 1 1 1 1	1						130	130	
"	B	1	1	1 1 1 1	1 1 1	1 1 1 1			1			6	7	
"	IND	1	1	1 1 1	1 1 1	1 1 1 1	6			2			8	
"	E	1		1 1 1 1	1	1				5			5	
"	GB	1	1	1 1 1	1 1 1	1 1 1				62			62	
"	PL	1										14	14	
"	DDR	1	1	1 1 1 1	1 1 1	1 1 1				49			49	
"	NZ	1	1	1 1 1	1 1	1				1			1	
"	YU	1 1	1	1 1 1 1	1 1 1 1	1 1	3			9			12	
"	DK	1	1	1 1 1	1 1	1 1	4						4	
"	D	1 1 1		1 1 1	1 1	1 1 1				70			70	
"	H									5			5	
"	SF	1 1	1 1				1			1			2	
"	CH	1 1	1 1 1	1	1 1	1 1 1								= Teacher
University and Higher Education Teacher	D	1 1 1		1 1 1	1 1	1 1 1				11			11	
"	B	1	1	1 1 1 1	1 1 1 1	1 1 1 1 1						1	1	
"	RSFSR	1 1	1	1 1 1 1 1 1	1 1 1 1 1	1						276	276	
"	H									2			2	
"	CH	1 1	1 1 1		1 1	1 1 1	7	5		9	6		27	= Jurist
Teacher in Life and Medical Sciences	IND	1	1	1	1 1 1	1 1				1			1	
"	SF	1 1	1	1 1	1 1	1				1			1	

Occupation as defined by the ISCO	Country code	Basic education required				Type of vocational training						Service required during training						Service required during occupation					Occupational openings dependent on							Number of trainees			Number of actually working			Total of blind/partially sighted being trained or working	Notes
		Primary school	Secondary/high school	Further education/academic	Other	Integrated	Integrated special provisions	Special school	On the job training	Correspondence course	Other	Braille/tape instructions	Reading assistance	Special teacher	Technical aids	Special technical aids	Other service	Secretarial	Handbooks, etc	Technical aids	Special adjustments	Other	Certain sight	Proficiency in Braille	Basic Braille knowledge	Typing skill (ink print)	Good mobility	Aptitude test	Other	Blind	Partially sighted	Blind or partially sighted	Blind	Partially sighted	Blind or partially sighted		The sign = below indicates that same number of workers and same requirements apply to another occupational title.

Teacher in Economics and Commerce	DDR			1		1				1	1	1	1			1	1	1				1		1			1				12			12	
Teacher in Agricultural Science	DDR			1		1				1	1	1	1			1	1	1				1		1			1				3			3	
Teacher in History etc.	IND			1			1			1	1		1			1	1	1				1		1	1		1				2			2	
"	DDR			1		1				1	1	1	1			1	1	1				1		1			1				31			31	
"	YU			1		1					1		1		1	1	1	1				1			1		1	6			6			12	
Teacher in Languages and Literature	DDR			1		1				1	1	1	1			1	1	1				1		1			1				11			11	
"	YU			1		1					1		1		1	1	1	1				1			1		1	6			6			12	
"	SF		1	1		1				1			1			1	1								1		1				1			1	
Other University and Higher Education Teachers	DK			1				1		1			1															2						2	
Primary and Secondary Education Teacher	S		1			1				1	1		1	1		1	1	1	1				1	1						20			17	37	
"	SF			1	1				1		1		1	1		1	1		1				1										13	13	
"	D																														11			11	
"	RSFSR			1						1	1	1	1		1	1	1	1	1	1		1											1.135	1.135	= Teacher of the Blind
"	CS	1	1	1		1	1	1		1	1	1	1	1		1	1	1			1	1	1	1	1		1	58	40		109	61		268	
"	B		1			1				1	1		1	1		1	1		1	1	1	1		1		1	1						25	25	
"	IND	1	1	1	1	1		1		1		1	1	1			1		1	1		1	1	1	1		1				21			21	
"	DDR			1		1				1	1	1	1			1	1	1				1		1			1				13			13	
"	YU			1		1	1			1	1		1		1	1	1	1				1	1		1		1	18			36			54	
"	DK		1	1		1				1	1		1			1	1				1		1	1	1			3			2			5	
"	PL			1																													53	53	
"	H																														8			8	
"	CH		1	1		1				1	1		1					1				1		1	1							6	3	9	
Teacher of the Blind	B		1			1				1	1		1	1		1	1		1	1	1	1		1		1	1						25	25	
"	CS	1		1		1				1			1	1			1					1		1							7			7	
"	DK			1		1				1	1		1			1	1						1	1	1						1			1	
"	DDR			1		1				1	1	1	1			1	1	1				1		1			1	1	1		11	6		19	
"	F			1					1	1	1		1			1	1					1			1		1	15	5		75	25		120	
"	IND		1	1	1	1		1		1	1	1	1				1	1				1			1		1	15	5		200	100		320	
"	D																														45			45	
"	H																														10			10	
"	NZ			1		1				1	1		1				1	1		1	1	1			1	1	1					6		6	
"	E		1	1						1			1		1					1						1	1				100			100	
"	S		1			1				1	1		1	1		1	1	1	1			1	1	1					2		11	1		14	
"	TN		1	1	1					1			1				1	1		1								4			20	5		29	
"	YU		1	1		1				1	1	1	1		1	1		1	1	1		1		1			1	5			45			50	

Occupation as defined by the ISCO	Country code	Basic education required				Type of vocational training						Service required during training						Service required during occupation					Occupational openings dependent on							Number of trainees			Number of actually working			Total of blind/partially sighted being trained or working	Notes
		Primary school	Secondary/high school	Further education/academic	Other	Integrated	Integrated special provisions	Special school	On the job training	Correspondence course	Other	Braille/tape instructions	Reading assistance	Special teacher	Technical aids	Special technical aids	Other service	Secretarial	Handbooks, etc	Technical aids	Special adjustments	Other	Certain sight	Proficiency in Braille	Basic Braille knowledge	Typing skill (ink print)	Good mobility	Aptitude test	Other	Blind	Partially sighted	Blind or partially sighted	Blind	Partially sighted	Blind or partially sighted		The sign = below indicates that same number of workers and same requirements apply to another occupational title.

Supervisory Teaching Functions	IND			1	1	1		1			1	1		1	1		1	1	1	1			1			1		1				22			22	
"	YU		1	1		1					1	1	1	1	1		1	1	1	1			1			1		1				3			3	
"	S		1			1					1	1		1	1		1	1	1	1					1	1						2		1	3	
Minister of Religion	B			1		1					1	1		1	1		1	1		1	1		1			1	1	1						4	4	
"	D	1	1	1							1	1		1			1	1					1			1	1					34			34	
"	DDR			1		1					1	1	1	1			1	1	1				1			1		1				7			7	
"	DK			1		1					1	1		1			1	1							1	1			1			2			3	
"	GB			1		1			1		1	1		1			1		1				1		1	1		1	1			45			46	
"	NZ																															2			2	
"	S			1		1					1	1		1	1		1	1	1	1				1	1	1			2	1			3		6	
"	YU	1				1					1	1							1			1		1		1						1			1	
"	SF			1																									4						4	
Missionary	S		1			1					1	1		1	1		1	1	1	1				1	1	1						1			1	
Religious Worker	IND				1	1																										12			12	
Author, Journalist etc.	NZ		1	1							1	1		1			1	1		1						1		1				2			2	
"	YU		1	1		1	1				1	1		1		1	1	1	1		1		1		1			1				6			6	
"	DDR		1		1			1			1	1	1	1			1	1	1									1				1			1	
"	PL			1										1			1																	9	9	
"	S	1	1	1		1		1		1		1		1			1	1	1				1		1			1						6	6	
"	B				1					1	1	1		1	1		1	1	1		1		1		1		1	1						1	1	
"	RSFSR			1						1	1	1	1	1	1		1	1	1	1	1		1											14	14	
"	SF	1	1			1		1			1		1	1			1	1	1				1					1				4			4	
Sculptor	DDR			1		1							1								1					1		1				1			1	
Other Sculptors and Related Artists	DDR	1			1				1						1	1					1					1		1				1			1	
Composer, Musician and Singer	DDR			1		1					1		1	1		1		1			1		1		1			1				4			4	
"	YU	1				1	1	1			1	1		1				1	1	1							1	1				2			2	
"	PL	1	1	1										1			1																	42	42	
"	RSFSR		1	1						1	1	1	1	1	1	1	1	1	1	1	1		1											53	53	= Actor, Stage Director
"	E				1																											5			5	
"	IND		1	1	1	1		1					1	1										1				1				7	6		13	
"	B				1					1	1	1		1	1		1	1	1		1		1		1		1	1						3	3	
"	H																															36			36	
"	NZ										1					1					1		1					1				2	2		4	
"	SF	1	1	1	1	1		1			1			1		1		1					1			1	1					8	2		10	
"	D																															73			73	
Orchestra and Band Conductor	IND		1	1	1	1		1						1	1				1		1							1				10			10	
"	YU		1	1	1	1	1				1	1		1	1			1	1	1			1				1	1				3			3	
Instrumentalist	B	1	1	1		1		1			1	1		1	1		1	1	1	1	1		1		1	1	1	1			3			40	43	
"	DDR	1		1		1				1			1		1						1		1					1				56			56	
"	DK		1					1			1			1															8						8	

Occupation as defined by the ISCO	Country code	Basic education required				Type of vocational training						Service required during training						Service required during occupation					Occupational openings dependent on							Number of trainees			Number of actually working			Total of blind/partially sighted being trained or working	Notes
		Primary school	Secondary/high school	Further education/academic	Other	Integrated	Integrated special provisions	Special school	On the job training	Correspondence course	Other	Braille/tape instructions	Reading assistance	Special teacher	Technical aids	Special technical aids	Other service	Secretarial	Handbooks, etc	Technical aids	Special adjustments	Other	Certain sight	Proficiency in Braille	Basic Braille knowledge	Typing skill (ink print)	Good mobility.	Aptitude test	Other	Blind	Partially sighted	Blind or partially sighted	Blind	Partially sighted	Blind or partially sighted		The sign = below indicates that same number of workers and same requirements apply to another occupational title.

Instrumentalist	F	1	1	1				1				1	1	1					1					1			1		1	400	100		600	200		1.300	
"	GB	1			1	1					1	1								1	1			1		1	1	1					132			132	
"	IND		1		1	1		1						1	1					1					1		1		1				50			50	
"	EIR	1	1					1				1	1			1			1									1					1			1	
"	NZ		1								1	1		1								1		1			1	1	1				3	4		7	
"	N		1					1				1	1	1	1				1					1				1		2	2				25	29	
"	E				1																												10			10	
"	S		1			1						1			1					1												2			7	9	
"	TN		1			1						1			1		1			1		1		1				1	1				1			1	
"	YU	1	1	1		1	1	1				1	1		1				1	1	1				1			1	1	2			10			12	
"	H																																1			1	
"	SF	1	1	1			1					1	1						1	1					1								4			4	
"	D																																104			104	
Professional,Technical and Related Workers not elsewhere classified	D																																63			63	
Actor,Stage Director	RSFSR		1	1							1	1	1	1	1	1	1	1	1	1	1	1		1													= Composer, Musician,
Librarian	RSFSR		1	1									1		1					1							1								420	420	Singer
"	B		1					1				1	1		1	1		1		1	1			1		1		1	1						16	16	= Braille Type-Setter
"	IND		1	1					1						1					1				1			1						10			10	
"	DDR			1	1	1						1	1	1	1			1	1	1				1		1			1				2			2	
"	NZ		1					1	1			1			1					1				1		1							5	5		10	
Sociologist,Historian and Psychologist	B			1		1						1	1		1	1		1	1	1	1	1	1	1		1		1	1			2			3	5	
"	DK			1		1						1	1		1			1	1						1	1				4			1			5	
"	YU		1	1		1						1	1		1				1	1				1			1		1	1			1			2	
"	DDR			1	1	1						1	1	1	1		1	1	1	1		1		1	1				1				5			5	
"	S		1			1						1	1		1	1		1	1	1	1				1	1					5			2		7	
"	SF		1	1		1						1	1		1			1	1	1			1		1	1								3		3	
Political Scientist	DDR			1		1						1	1	1	1			1	1	1				1		1			1				6			6	
"	S		1			1						1	1		1	1		1	1	1	1				1	1					1					1	
"	SF		1			1						1	1		1																		1			1	
Social Worker	B			1		1						1	1		1	1		1	1	1			1	1		1		1	1						8	8	
"	DK	1	1			1		1	1			1	1		1			1	1						1	1	1			3			4			7	
"	DDR	1	1						1	1	1	1			1		1	1	1	1				1		1	1		1				16	1		17	
"	IND			1		1			1			1	1		1			1	1	1				1		1	1		1				4			4	
"	S		1			1						1	1		1	1		1	1	1					1	1				10	8				48	66	
"	GB			1					1			1	1		1			1	1	1					1	1	1			7			168			175	
"	YU		1	1		1						1	1		1				1	1					1	1	1			1			9			10	
"	NZ		1	1		1			1				1		1			1		1					1		1		1				9			9	
"	SF	1	1			1			1			1	1		1	1		1	1	1					1	1	1				2		5	3		10	
"	CH		1	1		1						1	1		1				1	1			1	1		1	1						3	5		8	

Occupation as defined by the ISCO	Country code	Basic education required				Type of vocational training						Service required during training						Service required during occupation					Occupational openings dependent on							Number of trainees			Number of actually working			Total of blind/ partially sighted being trained or working	Notes
		Primary school	Secondary/high school	Further education/academic	Other	Integrated	Integrated special provisions	Special school	On the job training	Correspondence course	Other	Braille/tape instructions	Reading assistance	Special teacher	Technical aids	Special technical aids	Other service	Secretarial	Handbooks, etc	Technical aids	Special adjustments	Other	Certain sight	Proficiency in Braille	Basic Braille knowledge	Typing skill (ink print)	Good mobility	Aptitude test	Other	Blind	Partially sighted	Blind or partially sighted	Blind	Partially sighted	Blind or partially sighted		The sign = below indicates that same number of workers and same requirements apply to another occupational title.

Culture Centre Worker	DDR	1			1			1	1		1			1		1	1	1	1				1		1	1				4			4	
"	S		1			1					1	1		1				1	1				1	1	1						1			1	
Personnel Specialist	DDR	1	1					1	1	1	1			1		1	1	1	1				1		1		1				3			3	
Vocational Guidance Counsellor	DDR			1		1					1	1	1			1	1	1	1				1		1		1				1			1	
"	NZ		1					1			1				1		1	1	1	1			1			1	1				1			1	
Philologist, Translator, Interpreter	S			1													1		1					1			1					1		1	
"	B			1		1					1	1		1	1		1	1		1	1		1		1		1			3			1	4	
"	DDR		1	1	1	1					1	1	1	1			1	1	1				1		1		1				17			17	
"	TN		1	1							1			1	1	1	1	1			1		1		1		1	5	1		1			7	
Astrologer and Fortune Teller	IND		1																							1	1				1			1	
Legislative Official	DDR			1		1		1		1	1	1	1	1			1	1	1		1		1		1		1				4			4	
Manager	DDR	1			1	1	1	1		1	1	1	1	1	1	1	1	1	1		1		1		1		1				51			51	
"	GB		1					1				1		1			1	1	1				1		1	1	1				273			273	
"	IND		1	1		1						1					1	1	1					1	1	1	1				17	2		19	
"	NZ		1	1				1		1	1	1		1		1	1	1	1			1	1	1	1	1	1				6			6	
"	RSFSR		1	1			1	1			1	1	1	1	1	1	1	1	1	1	1		1				1						1.200	1.200	
"	E																														515			515	
"	S	1																	1		1			1	1						4			4	
"	B			1							1	1		1	1	1	1	1		1	1	1	1		1		1						2	2	
"	YU		1	1		1					1	1		1	.	1	1	1	1				1	1	1		1				6			6	
"	SF	1	1	1		1	1	1		1		1		1			1	1			1		1		1						10			10	
Clerical Supervisor(Gen,)	YU		1	1		1					1	1		1		1	1	1	1		1		1	1	1		1				6			6	
Government Executive Official	S			1													1		1								1				1			1	
"	D	1	1				1				1	1		1			1	1					1		1	1					81			81	
"	DDR	1			1	1	1	1			1	1	1	1				1	1				1		1		1				29			29	
"	IND			1		1						1					1	1	1				1		1	1	1				2	1		3	
"	YU		1	1		1			1		1	1	1	1				1	1					1		1	1				7			7	
"	H																														4			4	
"	SF			1			1	1				1	1				1	1			1		1		1							1		1	
Stenographer	D	1					1				1		1	1					1	1			1		1	1					1.296			1.296	
"	DDR	1					1		1		1	1	1	1				1	1	1			1		1		1	18			245			263	
"	DK		1			1		1			1			1									1		1						1			1	
"	GB	1			1		1							1					1	1			1		1	1	1	6						6	= Typist
"	S		1				1				1			1		1	1		1					1	1	1					1			1	
"	EIR	1					1						1	1					1	1			1		1	1	1				4			4	
"	TN		1				1				1			1	1		1		1				1		1	1		8	2					10	
"	RSFSR		1			1	1				1	1	1	1	1		1	1					1				1				40			40	
"	F		1				1				1	1		1				1		1			1		1	1		35	19		60	20		134	

Occupation as defined by the ISCO	Country code	Basic education required				Type of vocational training						Service required during training						Service required during occupation					Occupational openings dependent on							Number of trainees			Number of actually working			Total of blind/partially sighted being trained or working	Notes
		Primary school	Secondary/high school	Further education/academic	Other	Integrated	Integrated special provisions	Special school	On the job training	Correspondence course	Other	Braille/tape instructions	Reading assistance	Special teacher	Technical aids	Special technical aids	Other service	Secretarial	Handbooks, etc	Technical aids	Special adjustments	Other	Certain sight	Proficiency in Braille	Basic Braille knowledge	Typing skill (ink print)	Good mobility	Aptitude test	Other	Blind	Partially sighted	Blind or partially sighted	Blind	Partially sighted	Blind or partially sighted		The sign = below indicates that same number of workers and same requirements apply to another occupational title.

Typist	CH	1	1 1 1	1 1 1	1 1 1	1 1 1	6	9		51	34		100	
"	B	1	1	1 1	1	1 1 1 1			170			50	220	
"	GB	1 1	1	1	1 1	1 1 1 1	10			609			619	= Stenographer
"	IND	1 1	1 1	1 1 1		1 1 1	4			2			6	
"	N	1	1	1 1 1 1	1 1 1	1 1	3	4				80	87	= Telephone Switchboard Operator
"	NZ	1	1 1	1 1 1	1 1	1 1 1				8			8	
"	S	1	1	1 1 1	1	1 1						80	80	
"	YU	1	1 1	1 1 1 1	1	1 1	24			24			48	
"	NIP									5			5	
"	SF	1 1	1	1 1 1	1	1 1				20	10		30	
Punched-Card Operator	S	1	1	1 1							6		6	
"	SF	1	1	1 1		1				1			1	
Telephone Switchboard Operator	B	1	1	1 1	1	1 1 1 1			100			45	145	
"	CS	1 1	1	1 1 1	1 1	1 1 1	14	11		220	280		525	
"	D	1	1	1 1 1 1	1 1	1 1 1				1.406			1.406	
"	DDR	1	1 1	1 1 1 1	1 1 1	1	20			540			560	
"	SF	1 1	1	1 1 1 1	1 1 1	1 1				18	12		30	
"	CH	1	1	1 1 1	1 1	1 1 1 1	7	5		37	19		68	
"	NIP									13			13	
"	DK	1	1	1	1	1 1 1	10						10	
"	E	1	1	1 1 1 1 1	1 1 1	1 1 1	8			81			89	
"	F	1	1	1 1 1 1	1 1	1 1	50	70		225	70		415	
"	GB	1	1	1 1	1 1	1 1 1	8			721			729	
"	IND	1	1 1	1 1	1	1 1 1	6			12	6		24	
"	NZ	1	1 1	1	1 1	1 1						31	31	
"	N	1	1	1 1 1 1	1 1 1	1 1								= Typist
"	PL	1 1	1 1 1	1	1							23	23	
"	S	1	1	1 1 1 1	1 1							11	11	
"	TN	1	1	1 1 1	1 1 1	1 1	10	4		90	30		134	
"	YU	1	1	1 1 1	1	1 1	155			960			1.115	
"	EIR	1	1 1	1 1	1	1 1 1 1 1	4			80			84	
"	H									506			506	
Correspondence and Reporting Clerk	CS	1 1 1	1 1	1 1 1	1 1	1 1	20	4		18	4		46	
"	NZ	1										14	14	
"	PL	1 1 1										170	170	
Receptionist, Travel Agency Clerk	B	1 1	1 1	1 1 1 1	1 1 1	1 1 1 1 1 11			1			5	6	
"	IND	1				1 1 1					6		6	
"	NZ	1 1	1	1		1 1 1					2		2	
"	TN	1	1	1 1 1 1 1	1 1 1	1 1 1 1				1			1	

Occupation as defined by the ISCO	Country code	Basic education required				Type of vocational training						Service required during training						Service required during occupation					Occupational openings dependent on							Number of trainees			Number of actually working			Total of blind/partially sighted being trained or working	Notes
		Primary school	Secondary/high school	Further education/academic	Other	Integrated	Integrated special provisions	Special school	On the job training	Correspondence course	Other	Braille/tape instructions	Reading assistance	Special teacher	Technical aids	Special technical aids	Other service	Secretarial	Handbooks, etc	Technical aids	Special adjustments	Other	Certain sight	Proficiency in Braille	Basic Braille knowledge	Typing skill (ink print)	Good mobility	Aptitude test	Other	Blind	Partially sighted	Blind or partially sighted	Blind	Partially sighted	Blind or partially sighted		The sign = below indicates that same number of workers and same requirements apply to another occupational title.

Library and Filing Clerk	CS																					1					1				6	2		8	
"	TN		1						1	1			1	1		1		1		1		1		1	1		1	2			1			3	
"	YU	1	1			1	1	1		1	1							1				1		1			1				3			3	
Other Clerks	GB	1						1			1		1			1		1				1		1	1						144			144	
"	NZ							1													1				1		1					3		3	
"	SF		1			1		1	1	1	1	1	1				1	1			1	1		1	1			12			8	1		21	
"	D																														460			460	
Manager Retail Trade	GB	1						1					1			1	1	1					1	1	1						238			238	
Working Proprietor (Wholesale and Retail Trade)	IND	1	1			1										1				1					1		1				32			32	
"	D																														215			215	
"	TN		1						1	1			1	1	1	1	1	1		1		1		1	1	1	1				8			8	
"	NZ																				1				1							2		2	
Commercial Traveller, Manufacturers' Agent	GB	1	1					1					1					1			1				1						94			94	= Canvasser
"	NZ							1													1				1		1					4		4	
"	TN		1						1	1			1	1	1	1	1	1		1		1		1	1	1	1				5			5	
Insurance, Real Estate and Securities Salesman	B		1	1		1				1	1		1	1		1	1	1	1	1	1	1		1		1	1						12	12	
"	IND			1		1										1	1	1		1		1		1	1		1							2	
Salesman, Shop Assistant Demonstrator	DDR	1	1					1	1						1					1			1	1			1				2			2	
"	SF	1						1												1			1	1				4	4		7	9		24	
"	D																														234			234	
"	GB	1						1					1					1					1	1	1						97			97	
"	NZ	1	1					1													1				1		1					9		9	
"	PL		1	1	1																												9	9	
"	IND																								1						200	200		400	
"	H																														88			88	
"	SF	1	1	1				1					1					1			1			1	1						10	3		13	
Canvasser	GB	1						1					1					1			1				1										=Commercial Traveller, Mamufact. Agent
"	IND	1																		1					1		1								=Working Proprietor (Wholesale, Retail Trade)
Newsvendor	GB	1						1							1					1					1						43			43	
Other Street Vendors	E																			1											12.042			12.042	(Lotteries)
Working Proprietor	IND		1																						1						1			1	
"	NZ																															1		1	
"	YU	1	1	1		1	1				1				1	1		1		1			1				1				1			1	
Cook, etc.	NZ							1													1				1						1	2		3	

Occupation as defined by the ISCO	Country code	Basic education required				Type of vocational training						Service required during training						Service required during occupation					Occupational openings dependent on							Number of trainees			Number of actually working			Total of blind/ partially sighted being trained or working	Notes
		Primary school	Secondary/high school	Further education/academic	Other	Integrated	Integrated special provisions	Special school	On the job training	Correspondence course	Other	Braille/tape instructions	Reading assistance	Special teacher	Technical aids	Special technical aids	Other service	Secretarial	Handbooks, etc	Technical aids	Special adjustments	Other	Certain sight	Proficiency in Braille	Basic Braille knowledge	Typing skill (ink print)	Good mobility	Aptitude test	Other	Blind	Partially sighted	Blind or partially sighted	Blind	Partially sighted	Blind or partially sighted		The sign = below indicates that same number of workers and same requirements apply to another occupational title.

Other Waiters,Bartenders, etc.	GB	1			1					1					1				1		1				450			450	= Housekeeping Service Worker, Janitor
"	NZ																									1		1	
Housekeeping Service Worker	GB	1			1					1					1				1		1								= Other Waiters, Bartenders,etc.
"	NZ																									6		6	
"	SF	1		1	1	1	1	1										1	1			7	1		6	2		16	
Janitor	B	1		1					1					1	1	1			1		1						15	15	
"	GB	1			1					1					1				1		1								= Other Waiters, Bartenders,etc.
"	S	1		1		1	1	1					1														5	5	
"	NZ																									8		8	
Launderer,Dry-Cleaner,	GB	1			1					1					1				1		1				44			44	
Presser	NZ															1			1							1		1	
Nursing Aid	NZ	1			1											1			1							5		5	
Other Service Worker	DDR	1			1					1					1						1				43			43	
"	IND	1			1											1			1							10		10	
Farm Manager	GB	1			1					1			1	1					1		1				132			132	= Farm Worker
General Farmer	B	1			1				1		1	1	1	1	1		1	1	1	1	1						2	2	
"	D																								187			187	
"	NZ																		1		1				7	3		10	
"	YU	1	1				1	1					1						1						133			133	
"	SF	1	1				1	1					1				1		1		1				80	20		100	
Livestock Farmer	GB	1			1					1					1		1		1		1				92			92	
Poultry Farmer	E	1		1		1	1		1	1			1		1				1	1	1	26			8			34	
"	B	1			1				1		1	1	1	1	1		1	1	1	1	1						2	2	
Horticultural Farmer	NZ																								5	8		13	= Gardener, Garden Worker
Farm Worker	DDR	1			1					1					1						1				58			58	
"	D																								17			17	
"	GB	1			1					1					1				1		1								= Farm Manager
"	TN	1		1			1		1	1			1		1		1		1	1		3	1		14	14		32	
"	IND			1	1	1	1		1				1	1			1		1			30	10		100	500		640	= Orchard Worker,Dairy Farm Worker(General), Poultry Farm Worker(General)
Orchard Worker	TN	1		1				1	1	1			1		1		1		1	1		3	3		14	8		28	

Occupation as defined by the ISCO	Country code	Basic education required				Type of vocational training						Service required during training						Service required during occupation					Occupational openings dependent on							Number of trainees			Number of actually working			Total of blind/ partially sighted being trained or working	Notes
		Primary school	Secondary/high school	Further education/academic	Other	Integrated	Integrated special provisions	Special school	On the job training	Correspondence course	Other	Braille/tape instructions	Reading assistance	Special teacher	Technical aids	Special technical aids	Other service	Secretarial	Handbooks, etc	Technical aids	Special adjustments	Other	Certain sight	Proficiency in Braille	Basic Braille knowledge	Typing skill (ink print)	Good mobility.	Aptitude test	Other	Blind	Partially sighted	Blind or partially sighted	Blind	Partially sighted	Blind or partially sighted		The sign = below indicates that same number of workers and same requirements apply to another occupational title.

Dairy Farm Worker(General)	TN	1					1					1	1	1			1		1			1		1	1		2	2			16		20	
Poultry Farm Worker(General)	TN	1					1					1	1	1			1		1			1		1	1		3	2			12		17	
Gardener,Garden Worker	DDR	1						1						1					1							1				4			4	
"	TN	1					1					1	1	1			1		1			1		1	1		2	2		6	8		18	
"	B	1					1						1					1				1	1	1	1	1			5			5	10	
"	GB	1						1					1						1					1		1				80			80	
"	NZ							1								1				1						1								=Horticultural Farmer
Agricultural and Animal Husbandry Worker	RSFSR	1			1					1						1								1						6.000	2.100		8.100	
"	SF	1			1			1		1						1				1				1		1				180	20		200	
"	PL		1	1																												1.626	1.626	
"	NIP																													7			7	
Apiary Worker	DDR	1						1						1					1							1				2			2	
Forestry Worker	DDR	1						1						1					1							1				18			18	
Fish Farm Worker	NZ																							1							1		1	
Supervisor,General Foreman	B		1		1					1	1		1	1	1	1		1		1	1		1		1	1						15	15	
Metal Processer	D	1					1	1						1					1			1		1						1.542			1.542	
Wire Drawer	RSFSR	1					1			1		1				1														900	1.100		2.000	
Paper Maker	TN	1						1				1							1			1		1	1					6	2		8	
Charcoal Burner	NZ																													1			1	
Fibre Grader and Carder	TN	1						1				1		1					1	1		1		1	1	1					3		3	
"	PL	1																	1													2	2	
Spinner,Winder	RSFSR	1						1		1		1				1														25	50		75	
"	TN	1						1					1	1			1		1			1			1	1				8	4		12	
Loom Threader	RSFSR	1				1				1		1				1														300	100		400	
Cloth Weaver	DDR	1						1				1	1				1	1						1		1	4	2		17	5		28	
"	DK	1							1																								?	
"	GB	1							1					1					1					1		1	3			319			322	=Knitting (Hand/Machine)Operator, Net Maker (Hand)
"	D																													93			93	
"	IND	1						1				1												1	1		100			200			300	
"	N	1						1																	1		2	3				50	55	
"	PL	1																	1													29	29	
"	SF	1		1				1	1			1					1	1						1	1		5	4		5	3		17	
Carpet Weaver (Hand)	GB	1							1					1					1					1		1	4			312			316	
"	IND	1						1				1															50			50			100	

Occupation as defined by the ISCO	Country code	Basic education required				Type of vocational training						Service required during training						Service required during occupation					Occupational openings dependent on							Number of trainees			Number of actually working			Total of blind/partially sighted being trained or working	Notes
		Primary school	Secondary/high school	Further education/academic	Other	Integrated	Integrated special provisions	Special school	On the job training	Correspondence course	Other	Braille/tape instructions	Reading assistance	Special teacher	Technical aids	Special technical aids	Other service	Secretarial	Handbooks, etc	Technical aids	Special adjustments	Other	Certain sight	Proficiency in Braille	Basic Braille knowledge	Typing skill (ink print)	Good mobility	Aptitude test	Other	Blind	Partially sighted	Blind or partially sighted	Blind	Partially sighted	Blind or partially sighted		
																																					The sign = below indicates that same number of workers and same requirements apply to another occupational title.

Carpet Weaver	TN	1				1				1		1	1		1		1			1	1	1		32	15		70	15		132	
"	SF	1		1		1				1						1					1	1		2	2		6	2		12	
Other Weavers	IND	1				1	1			1		1				1					1	1		10			10			20	
"	NZ																										1			1	
Knitting(Hand and Machine Operator)	PL	1															1												562	562	
"	D																										69			69	
"	YU	1		1		1		1			1		1		1						1		1				12			12	
"	DDR	1				1				1		1			1	1					1		1	3			22			25	
"	RSFSR	1			1				1	1				1													3.800	2.800		6.600	
"	TN	1				1				1		1	1		1		1			1		1						4		4	
		1				1				1		1	1		1		1						1	2	1		6	2		11	
Textile Product Worker	H																										60			60	
Net Maker (Hand)	DDR	1					1						1				1						1				7			7	
"	TN	1				1				1		1	1		1		1			1		1					6			6	
"	NZ																										80			80	=Basket Maker,Wicker Maker(employed in workshops of the NZ Foundation for the Blind)
Felt Hood Former	RSFSR	1			1				1	1				1													120	110		230	
Grain Miller	PL		1	1													1												7	7	
Baker (General)	NZ																											1		1	
Brewer,Wine and Beverage Maker	TN	1					1			1							1	1		1	1	1						3		3	
Tobacco Preparer	TN	1					1			1							1	1		1	1	1					3			3	
Tailor,Dressmaker	IND	1			1		1					1	1								1	1	1	50	10		4			64	
Furniture Upholsterer	DDR	1				1	1			1		1			1	1	1				1		1	9	12		90	60		171	=Mattress Maker
"	NZ																											3		3	
"	PL	1															1												45	45	
"	SF	1			1	1			1		1	1			1			1	1		1				5			5		10	=Basket Maker
"	N	1				1																1		1	6				138	145	
Mattress Maker	D																										142			142	
"	EIR	1				1				1					1												16			16	
Upholsterer	CS	1		1	1				1				1		1					1	1			48	2		59	20		129	
"	GB	1					1						1				1				1	1	1				338			338	

Occupation as defined by the ISCO	Country code	Basic education required				Type of vocational training						Service required during training						Service required during occupation					Occupational openings dependent on							Number of trainees			Number of actually working			Total of blind/partially sighted being trained or working	Notes
		Primary school	Secondary/high school	Further education/academic	Other	Integrated	Integrated special provisions	Special school	On the job training	Correspondence course	Other	Braille/tape instructions	Reading assistance	Special teacher	Technical aids	Special technical aids	Other service	Secretarial	Handbooks, etc	Technical aids	Special adjustments	Other	Certain sight	Proficiency in Braille	Basic Braille knowledge	Typing skill (ink print)	Good mobility	Aptitude test	Other	Blind	Partially sighted	Blind or partially sighted	Blind	Partially sighted	Blind or partially sighted		The sign = below indicates that same number of workers and same requirements apply to another occupational title.

Other Tailors, Dressmakers, Sewers, Upholsterers and Related Workers	EIR	1				1		1					1												9			9	
"	TN	1			1			1		1	1		1		1			1		1	1				8			8	
Shoe Repairer	GB	1				1					1				1				1	1					50			50	
Shoe Factory Worker	TN	1				1		1							1	1		1	1	1					4			4	
Woodworking Machine Operator (General)	IND	1			1	1		1						1				1	1			28			50			78	
"	TN	1			1			1		1	1		1		1	1	1		1	1	1	6	14		3	10		33	
Marquetry Inlayer	TN	1			1			1			1		1		1	1	1		1	1	1	2	1		1	2		6	
Cabinetmaker and Woodworker	RSFSR	1		1			1	1				1	1												200	250		450	
"	YU	1			1	1					1		1	1	1						1	5			52			57	
Machine-tool Setter Operator	S	1			1		1	1		1			1														75	75	
"	RSFSR	1		1			1	1				1													50	50		100	
Machine-tool Operator (General)	GB	1			1	1				1			1	1				1	1		1	30			924			954	
"	E	1			1		1	1		1	1		1	1	1				1	1	1	16	4		39	6		65	
"	YU	1	1		1	1		1	1				1						1		1	29			124			153	
"	DDR	1			1	1	1	1		1	1		1	1	1				1		1	30	15		1.200			1.245	=Lathe Operator, Drilling-Machine Operator
"	CH																						18	12			200	230	
"	N	1				1								1							1		5				195	200	=Lathe Operator, Drilling-Machine Operator, Metal Press Operator
Lathe Operator	IND	1			1	1		1												1	1	10	5		10	5		30	
"	NZ					1								1						1	1				2	4		6	
"	YU	1	1		1	1		1	1				1						1		1	17			43			60	
Drilling-Machine Operator	IND	1			1	1		1											1			10	5		20	5		40	
"	RSFSR	1		1			1	1				1													600	300		900	
Metal Grinder, Polisher, etc.	NZ																								1			1	
"	B	1				1				1					1				1	1	1						2	2	
Metal Former (Hand)	NZ					1													1		1				2	2		4	
Metal-Press Operator	IND	1			1	1		1						1					1	1		4			4			8	
"	RSFSR	1		1			1	1		1		1													2.860	2.700		5.560	

Occupation as defined by the ISCO	Country code	Basic education required				Type of vocational training						Service required during training						Service required during occupation					Occupational openings dependent on							Number of trainees			Number of actually working			Total of blind/partially sighted being trained or working	Notes
		Primary school	Secondary/high school	Further education/academic	Other	Integrated	Integrated special provisions	Special school	On the job training	Correspondence course	Other	Braille/tape instructions	Reading assistance	Special teacher	Technical aids	Special technical aids	Other service	Secretarial	Handbooks, etc	Technical aids	Special adjustments	Other	Certain sight	Proficiency in Braille	Basic Braille knowledge	Typing skill (ink print)	Good mobility	Aptitude test	Other	Blind	Partially sighted	Blind or partially sighted	Blind	Partially sighted	Blind or partially sighted		The sign = below indicates that same number of workers and same requirements apply to another occupational title.

Metal-Press Operator	SF	1				1			1	1		1		1							1	1					317	2		319	
Other Machine-tool Operators	GB	1						1					1				1				1	1		3			106			109	
"	NZ	1						1				1				1		1			1	1	1			5			18	23	=Net Maker (Hand)
Oiler and Greaser	GB	1					1	1				1			1					1	1		1				164			164	=Mechanical Products Inspector,Tester
Mechanical Products Inspector and Tester	DDR	1					1	1	1	1		1	1		1	1	1						1				35			35	
"	DK	1					1					1			1						1								35	35	
"	E	1					1		1	1		1	1		1		1				1	1	1	16	4		5			25	
Other **Machinery Fitters, Machine Assemblers**	DDR	1						1				1	1			1	1						1				150			150	
"	PL	1															1												3.097	3.097	
"	E	1					1		1	1		1	1		1		1				1	1	1	16	4		15	3		38	
"	YU	1			1		1	1		1	1				1						1		1				7			7	
"	GB	1					1	1				1			1					1			1				496			496	
"	SF	1					1	1				1			1					1				4	3		53			60	
"	IND	1				1	1	1		1		1				1				1	1	1		20			10			30	=Rubber/Plastics Product Maker
Electrical Fitter	RSFSR	1				1			1	1				1													12.000	10.000		22.000	
"	SF	1					1	1	1	1											1			1			3	1		5	
Electrical Equipment Assembler	CS	1					1	1	1			1			1			1			1				10		39	41		90	
"	DDR	1						1				1	1			1	1						1							?	
Coil Winder (Hand)	IND	1					1	1		1						1					1	1					2	2		4	
Telephone and Telegraph Installer	NZ		1					1				1	1		1			1			1		1						14	14	
Electric Cable Jointer	RSFSR		1				1	1	1	1		1		1													1.800	1.700		3.500	
Broadcasting Station and Sound-Equipment Operator	NZ	1	1	1		1		1	1	1			1					1									1	1		2	
Rubber and Plastics Product Maker	DDR	1					1	1				1	1				1						1	7			55			62	
"	RSFSR	1				1	1		1	1			1	1													2.000	3.150		5.150	
"	TN	1					1	1		1			1		1		1		1	1	1		1				1	5		6	

Occupation as defined by the ISCO	Country code	Basic education required				Type of vocational training						Service required during training						Service required during occupation					Occupational openings dependent on							Number of trainees			Number of actually working			Total of blind/ partially sighted being trained or working	Notes
		Primary school	Secondary/high school	Further education/academic	Other	Integrated	Integrated special provisions	Special school	On the job training	Correspondence course	Other	Braille/tape instructions	Reading assistance	Special teacher	Technical aids	Special technical aids	Other service	Secretarial	Handbooks, etc	Technical aids	Special adjustments	Other	Certain sight	Proficiency in Braille	Basic Braille knowledge	Typing skill (ink print)	Good mobility	Aptitude test	Other	Blind	Partially sighted	Blind or partially sighted	Blind	Partially sighted	Blind or partially sighted		The sign = below indicates that same number of workers and same requirements apply to another occupational title.

Rubber and Plastics Product Maker	YU	1		1		1	1				1		1				1						1		1	35			152			187	
"	SF	1		1		1	1				1						1		1		1		1		1	4	1		1			6	
Paper and Paperboard Product Maker	CS	1				1			1												1					15	2		15	19		51	
"	IND	1				1	1				1												1			32			35			67	
"	PL		1	1															1												24	24	
"	TN	1					1				1						1		1		1		1	1					5	6		11	
"	YU	1		1		1	1				1	1					1						1		1	35			119			154	
"	RSFSR	1			1				1		1					1													1.500	2.000		3.500	
Braille Type-Setter	B		1			1			1	1		1	1		1		1	1			1	1		1	1								=Librarian
"	CS																				1				1				9	4		13	
"	IND		1			1			1	1		1			1						1								2			2	
"	E	1																								26			30			56	
"	GB		1				1					1		1			1		1		1					4			116			120	
"	DDR	1					1														1				1				11			11	
"	TN		1					1	1		1	1	1				1		1		1		1	1	1	2			4			6	
"	S	1				1			1		1	1			1		1					1							3			3	
"	SF	1				1			1										1										30			30	
Other Printing Pressmen	NZ		1			1	1		1			1				1						1		1					5			5	
Bookbinder	CS	1		1		1			1				1	1						1			1		1	25	25		30	15		95	
"	RSFSR	1			1				1		1					1														30		30	
"	SF	1			1				1		1		1	1		1													1			1	
"	CH																													50		50	
Photographic Dark-Room Worker	DK	1					1																1									?	
"	NZ		1				1	1	1					1				1					1	1	1				2			2	
"	SF	1												1											1				22			22	
Musical Instrument Tuner	B	1	1		1	1	1		1	1		1	1		1	1	1	1	1		1		1	1	1			10			50	60	
"	CS	1	1			1			1		1	1	1				1			1	1		1			8	7		27	18		60	
"	D	1				1	1		1				1			1	1					1	1						75			75	
"	DDR	1				1	1		1		1		1						1				1		1	4			62			66	
"	DK	1				1																	1			8						8	
"	F	1				1			1		1					1				1		1	1			170	120		50	150		490	
"	GB	1			1	1						1	1				1						1		1				268			268	
"	EIR	1					1						1										1	1					3			3	
"	CH	1					1															1	1		1				4			4	
"	NIP																												17			17	
"	NZ		1				1		1				1				1						1	1	1				8	2		10	
"	N		1			1							1					1					1				6				31	37	
"	PL		1	1			1																								23	23	
"	E			1																									5			5	
"	S	1				1			1		1		1				1														47	47	
"	YU	1				1	1				1	1					1						1		1				2			2	
"	H																												4			4	
"	SF	1				1	1				1						1						1		1				8	2		10	

Occupation as defined by the ISCO	Country code	Basic education required				Type of vocational training						Service required during training						Service required during occupation					Occupational openings dependent on							Number of trainees			Number of actually working			Total of blind/ partially sighted being trained or working	Notes
		Primary school	Secondary/high school	Further education/academic	Other	Integrated	Integrated special provisions	Special school	On the job training	Correspondence course	Other	Braille/tape instructions	Reading assistance	Special teacher	Technical aids	Special technical aids	Other service	Secretarial	Handbooks, etc	Technical aids	Special adjustments	Other	Certain sight	Proficiency in Braille	Basic Braille knowledge	Typing skill (ink print)	Good mobility	Aptitude test	Other	Blind	Partially sighted	Blind or partially sighted	Blind	Partially sighted	Blind or partially sighted		The sign = below indicates that same number of workers and same requirements apply to another occupational title.

Basket Maker	B	1				1					1					1			1	1	1						205	205	Working in sheltered workshops,
"	D	1			1	1					1			1				1							192			192	majority as
"	DDR	1			1	1			1		1					1					1	15			310			325	Basket Mak-
"	DK	1				1																						?	ers
"	GB	1				1						1				1			1		1	9			768			777	
"	EIR	1				1			1					1											30			30	
"	NZ					1					1	1		1							1				3	9		12	=Net Maker (Hand)
"	SF	1				1			1		1	1		1					1		1				24	6		30	
"	PL	1														1											18	18	
"	YU	1	1		1		1			1		1		1					1		1	2			36			38	
"	IND	1			1	1			1					1	1				1		1	500	500		200	500		1.700	=Wicker Furniture Maker
"	H																								80			80	
Brush Maker (Hand)	CS	1	1	1	1	1		1			1							1				35	2		260	48		345	
"	DDR	1			1	1			1		1					1					1	30			835			865	
"	DK	1				1																			130			130	
"	GB	1				1						1				1			1		1	15			593			608	
"	IND	1			1				1						1							200			200			400	
"	NZ																									1		1	
"	PL	1	1													1											3.381	3.381	
"	RSFSR	1		1				1	1				1												1.260	800		2.060	
"	TN	1			1				1					1		1		1		1		15			300			315	
"	SF	1			1				1					1		1		1		1		4	4		250	100	110	468	
"	D																								1.852			1.852	
"	S	1			1			1	1		1			1													250	250	
"	YU	1	1		1		1			1		1		1					1		1	1			60			61	
"	H																								540			540	=Broom Maker (Hand)
Broom Maker (Hand)	TN	1			1				1					1		1		1		1					150	6		156	
"	YU	1	1		1		1			1		1		1					1		1	3			31			34	
Wicker Furniture Maker	CS	1	1	1	1	1		1			1							1	1			9			42	20		71	
"	TN	1			1				1					1		1		1		1					10			10	
Cast Stone Maker	TN	1				1			1							1	1		1	1	1				10	5		15	
Candle Maker	IND	1			1				1													20			20			40	
Photographic Film and Paper Maker	DDR	1				1						1				1					1				22			22	
Other Production and Related Workers not elsewhere classified	D																								365			365	

Occupation as defined by the ISCO	Country code	Basic education required				Type of vocational training						Service required during training						Service required during occupation					Occupational openings dependent on							Number of trainees			Number of actually working			Total of blind/partially sighted being trained or working	Notes
		Primary school	Secondary/high school	Further education/academic	Other	Integrated	Integrated special provisions	Special school	On the job training	Correspondence course	Other	Braille/tape instructions	Reading assistance	Special teacher	Technical aids	Special technical aids	Other service	Secretarial	Handbooks, etc	Technical aids	Special adjustments	Other	Certain sight	Proficiency in Braille	Basic Braille knowledge	Typing skill (ink print)	Good mobility	Aptitude test	Other	Blind	Partially sighted	Blind or partially sighted	Blind	Partially sighted	Blind or partially sighted		The sign = below indicates that same number of workers and same requirements apply to another occupational title.

Other Production and Related Workers not elsewhere classified	CH																											200			200	In sheltered workshops
"	SF																											25			25	
"	GB	1							1				1		1				1			1		1	3			455			458	
"	NZ																											1			1	
"	YU	1			1			1		1			1		1		1						1		1	5			27			32	
Terrazzo Worker	GB	1							1						1				1			1		1	3			86			89	
Carpenter (General)	GB	1							1						1				1			1		1				103			103	
"	NZ																												5		5	
Insulator	RSFSR	1					1				1	1				1												100	100		200	
Underwater Worker	S	1						1				1										1						1			1	
Warehouse Porter	GB	1							1						1				1			1		1				118			118	
Hand Packer	GB	1							1						1				1			1		1	1			355			356	
"	NZ	1							1					1				1				1	1	1						18	18	=Net Maker (Hand)
"	TN	1							1			1					1		1		1	1	1					6	2		8	
Rope and Cable Splicer (General)	DDR	1						1	1			1			1				1					1	5			56			61	
Transport Equipment Oper ator	DDR	1							1						1				1					1				72			72	
Labourer	CS	1							1		1				1							1		1	5			205	6		216	
"	GB	1							1						1				1			1		1				1.088			1.088	
"	NZ	1							1					1				1				1	1	1						37	37	
"	RSFSR	1					1				1					1												1.400	1.500		2.900	
"	TN	1							1			1							1			1	1	1					4		4	
"	YU				1					1					1				1					1	12			417			429	
"	H																											22			22	
New Workers seeking Employment	YU	1	1	1	1	1	1	1	1	1															138			421			559	
Workers reporting Occupations unidentifiable or inadequately described	B	1				1			1					1					1			1	1	1						55	55	
"	EIR	1							1													1						21			21	
"	CS	1							1		1				1							1						72			72	
"	NZ	1							1					1				1		1		1	1	1						67	67	
"	PL		1		1														1											23	23	
"																																
"	D																											302			302	
"	NIP																											35			35	

3. Vocational Training for Specific Occupations

Please complete the attached table using the appropriate code numbers provided in the explanatory notes in the attached sheets.

4. Placement and Employment Services

		Yes	No
4:1	Is there any legal provision for reserving certain occupations for blind persons? If so, please list the occupations concerned.	☐	☐
4:2	Are there any specialized placement services?	☐	☐
	Who is responsible for organizing them?		
4:3	Are the specialized services integrated with the ordinary placement services?	☐	☐
4:4	Are the specialized placement services maintained by the State?		
	Local authorities?	☐	☐
	Organisations of/for the blind?	☐	☐
	Other voluntary bodies?	☐	☐
	Comments on the placement services.		

4:5 Are there any co-operative schemes/workshops for the normal population or other categories of disabled people to which blind persons have admittance? If so, please give details of the trades in which blind people are employed.

4:6 Are there any special co-operative schemes/workshops for the blind? If so, please indicate the number of employed and the type of trade available.

4:7 What sheltered workshop facilities are available for the blind? Please give details of the trades followed and the numbers employed.

4:8 What homeworking facilities are available? Please give details of the trades followed.

4:9 Are there any special work induction arrangements made to ensure that a newly trained blind person is satisfactorily resettled in work? Please give details.

4:10 Are there any individual follow up arrangements for blind persons placed in employment?

5. Information and research

5:1 How are the general public, employers etc. informed about the potentialities of the visually handicapped?

5:2 Please mention any recent publication giving relevant information on the conditions of the visually handicapped.

5:3 Is any special research at present being undertaken in your country with a view to widening employment opportunities for the blind? If so, please give details.

QUESTIONNAIRE

Country ....
Date ....
Name and address of informant ....
Institution or Organisation ....

1. Educational Facilities

1:1 Are blind children and adults admitted to **normal** educational facilities at:

	Yes	No
a) primary schools	☐	☐
b) secondary shools	☐	☐
c) higher education	☐	☐
d) colleges and universities	☐	☐

Can you give any indication of the numbers attending?

1:2 In the case of higher education at technical and commercial colleges and universities, what courses or studies are available for blind students? How many are enrolled?

2. Pre-Vocational Preparation and Vocational Guidance

2:1 What pre-vocational preparation facilities exist for blind children attending special and normal schools? Please give details (e.g. school workshops, interview with vocational guidance officer).

2:2 Are there any special vocational assessment and guidance centres which blind young persons, and newly blinded adults can attend?
If so, please give details of facilities provided.

2:3 Are general psychological tests used? ☐ ☐
If so, which type?

Are the tests adapted to the blind/partially sighted?
If so, state form of adaptation.

2:4 What other types of rehabilitation services are provided for blind persons;
(i)within existing services for other categories of disabled?

(ii)within specialized services?

2:5 Are there any legal provisions which recognize the right of blind persons to receive rehabilitation services? ☐ ☐
If so, please explain.

Column D. Service required during training

Instructions/textbooks in Braille or on talking books	1
Reading assistance	2
Special teacher service	3
Technical aids, such as tape recorders, Braille writers, typewriters	4
Other technical aids	5
Other service	9

Column E. Service requirements during professional/trade occupation

Secretarial assistance	1
Professional journals, handbooks	2
Technical aids	3
Special adjustments, for instance on machines for tactile information	4
Other	9

Column F. Occupational openings dependent on

Certain amount of sight	1
Proficiency of Braille	2
Basic knowledge of Braille	3
Typing skill (ink print)	4
Good mobility	5
Results of aptitude tests	6
Other occupational requirements	9

Column G. Number of people in training

a. Blind
b. Partially sighted

Column H. Number of people actually occupied in this profession/trade

a. Blind
b. Partially sighted

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T682 c.3
TRAINING AND EMPLOYMENT OPPOR-
TUNITIES FOR THE VISUALLY
HANDICAPPED.
(1973)

Date Due

HV1711 c.3
T682

TRAINING AND EMPLOYMENT OPPOR-
TUNITIES FOR THE VISUALLY
HANDICAPPED.
(1973)

DATE	ISSUED TO
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